DOCUMENT RESUME

ED 097 187	24	RC 008 195

TITLE	Mexican American Education, A Selected Bibliography (With ERIC Abstracts). ERIC/CRESS Supplement No. 4.
INSTITUTION	New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
BUREAU NO	BR-6-2469
PUB DATE	Oct 74
CONTRACT	OEC-1-6-062469-1574(14)
NOTE	166p.; Not available in hard copy due to marginal legibility of original document. For related documents, see ED 082 881
AVAILABLE FROM	National Educational Laboratory Publishers, Inc., 813 Airport Blvd., Austin, Texas 78702 (Stock No. EC-020; $7.00)
EDRS PRICE	MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
DESCRIPTORS	*Abstracts; *Annotated Bibliographies; *Citation Indexes; Educational Needs; *Mexican Americans; *Periodicals; Spanish Americans; Spanish Culture; Spanish Speaking; Subject Index Terms

ABSTRACT

A supplement to four previous bibliographies designed to provide cumulative coverage of Mexican American education, this bibliography cites materials currently available through "Research in Education" (RIE) and "Current Index to Journals in Education" (CIJE). Approximately 258 citations and abstracts from RIE (dating from 1966 to 1974) and 272 journal articles from CIJE (dating from 1971 to 1974) are listed. RIE and CIJE subject indexes and ordering information conclude the document. (AH)

ED 097187

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

MEXICAN AMERICAN EDUCATION

A SELECTED BIBLIOGRAPHY

(with ERIC Abstracts)

ERIC/CRESS Supplement No. 4

ERIC/CRESS

October 1974

For Sale By
National Educational Laboratory Publishers, Inc.
813 Airport Boulevard Austin, Texas 78702
Stock No. EC-020
Price - $7.00

RC008195

EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS (CRESS)

Box 3AP

New Mexico State University
Las Cruces, New Mexico 88003

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgement in professional and technical matters. Points of view or opinions, however, do not necessarily represent the official view or opinions of the National Institute of Education.

The booklet may be duplicated in whole or in part, whenever such duplication is in the interest of bettering education.

October 1974

PREFACE

The Educational Resources Information Center (ERIC) is a federally funded national information system dedicated to the improvement of education through the dissemination of educational resources and research-related materials. ERIC aids school administrators, teachers, researchers, information specialists, professional organizations, students and others in locating and using educational resources.

There are sixteen ERIC network centers, each of which focuses on a separate area (or areas) of education. It is the responsibility of the ERIC Clearinghouse on Rural Education and Small Schools (CRESS) to collect materials related to rural, small schools, American Indian, Mexican American, migrant, and outdoor education and to input these materials into the national ERIC system.

A main function of the ERIC system is to process documents other than current journal articles for announcement in _Research in Education_ (RIE), a monthly publication containing abstracts of research, research-related reports, and resource materials in education as input by the various clearinghouses. In addition, ERIC compiles the _Current Index to Journals in Education_ (CIJE), a monthly index which provides citations from more than five hundred major publications: journals, quarterlies, annuals and yearbooks.

About the Bibliography

The present bibliography was compiled to provide access to some of the latest research findings or developments in Mexican American education. The bibliography is a supplement to four previous ERIC/CRESS publications: _Mexican American Education, A Selected Bibliography_ (ED 031 352); _Mexican American Education, A Selected Bibliography Supplement No. 1_ (ED 048 961); _Mexican American Education, A Selected Bibliography (with ERIC Abstracts) Supplement No. 2_ (ED 065 217), and _Mexican American Education, A Selected Bibliography (with ERIC Abstracts) Supplement No. 3_ (ED 082 881). The previously published bibliographies, in conjunction with the present supplement, comprise a series of bibliographies designed to provide cumulative coverage of Mexican American education throughout the currently available issues of RIE and

CIJE. (It should be noted that microfiche and hard copy prices in the previously published bibliographies do not reflect current ERIC Document Reproduction Service pricing; however, prices given therein may be computed as per the instructions on the order blank appended to the present bibliography.)

In conducting the computer search of the ERIC tapes for the purpose of compiling this bibliography, the terms used were MEXICAN AMERICAN, SPANISH AMERICAN, SPANISH SPEAKING, and SPANISH CULTURE. The output was then screened for relevancy to Mexican American education.

Sources of Material

Research in Education. Part I of the present supplement contains citations and abstracts which have appeared in RIE from the April 1973 issue through the June 1974 issue. RIE contains subject, author, and institution indexes, along with document resumes which include the ERIC accession number, author(s), title source(s), date of publication, ERIC Document Reproduction Service prices or an alternate availability, and the abstract.

For the subject index, two types of descriptive terms are available for RIE, as well as CIJE: descriptors and identifiers. Descriptors are technically meaningful terms or short phrases that have been incorporated into the Thesaurus of ERIC Descriptors. Descriptors are used to characterize the document and for indexing and retrieval purposes. Only major descriptors (those preceded by an asterisk) are used for indexing purposes in this bibliography.

Proper names of persons, geographical locations, trade names, and so on may be important in describing a document. These terms, called identifiers, are not found in the Thesaurus. Identifiers are included with the citations in RIE for descriptive purposes. Major identifiers (those preceded by an asterisk) are not indexed in this bibliography.

When using the RIE section of this bibliography, the reader is encouraged (1) to utilize the subject index in identifying relevant materials, (2) to examine the resumes to determine appropriateness of materials, and (3) to obtain microfiche or hard copy reproductions of documents from ERIC Document Reproduction Service. The reproductions must be ordered as described on the order blank appended to the present bibliographic supplement.

The reader is reminded that there are numerous complete microfiche collections of ERIC materials throughout the nation which may be used by the public; please contact the Information Specialist at ERIC/CRESS for information on locations of these collections.

Current Index to Journals in Education. Part II of this supplement, CIJE coverage, includes citations from CIJE beginning with the April 1973 issue and continuing through the June 1974 issue. Entries listed in the CIJE section of this bibliography are processed in a slightly different manner than are RIE citations. Brief annotations take the place of RIE abstracts. Furthermore, annotations are provided only when it is thought that the article being processed cannot be described adequately by a combination of major and minor descriptors, identifiers, and information in the title. Each journal citation includes the publication date, article title, personal author(s), journal title (sometimes abbreviated), and information on the volume, number, and pages. Please note that there are two CIJE entries per page.

Since CIJE entries are not available from ERIC Document Reproduction Service, the reader is encouraged to take advantage of his local library in locating the journals he wishes to use.

The Subject Index

A combined RIE and CIJE index is provided at the end of the present bibliography to assist the user in locating citations pertaining to a given subject area within the realm of Mexican American education. The index terms, descriptors under which the citations were indexed in RIE or CIJE, are from the Thesaurus of ERIC Descriptors. Only major descriptors (those preceded by an asterisk) are indexed; major identifiers are not indexed in this bibliography.

Each citation in the bibliography is headed by an ERIC accession number. Entries from RIE are assigned an ED number; those from CIJE are assigned an EJ number. In both the RIE and CIJE sections, the citations appear in numerical order according to the accession number. The citations are referenced in the index by the accession number.

Ordering Information

Publications cited in Part I of this bibliography are either available from ERIC Document Reproduction Service (EDRS) or an alternate availability is given with the citation.

Microfiche and hard copy prices may be determined from the following tables. The first entry under "descriptive note" on the citation indicates the # of pages in the document for pricing purposes.

Price List

MICROFICHE PRICES

PAGES	REQUISITE MF	PRICE
1-479	1-5	$0.75
480-575	6	$0.90

Add $0.15 for each additional 96 page increment (or fraction thereof).

Postage: $.18 for up to 60 Microfiche. $.08 for each additional 60 fiche

HARD COPY PRICES

PAGES	PRICE
1-25	$1.50
26-50	$1.85
51-75	$3.15
76-100	$4.20
101-125	$5.40

Add $1.20 for each additional 25 page increment (or fraction thereof).

$.18 for first 100 pages $.08 for each additional 100 pages

Before ordering any item, the RIE citations should be double checked. If the citation carries the statement NOT AVAILABLE FROM EDRS, an alternate availability is given. If the citation carries the statement HC NOT AVAILABLE FROM EDRS, the publication is available in microfiche only from EDRS. If neither of the foregoing statements appears with the RIE citation, it may be assumed that the publication is available from EDRS in microfiche and hard copy. Please use the order blank appended to this bibliography when ordering microfiche or hard copy from EDRS.

Document Contributions

Persons desiring to contribute materials such as those cited in this bibliography may do so by sending one copy to

ERIC/CRESS Acquisitions Box 3AP
New Mexico State University
Las Cruces, New Mexico 88003

CONTENTS

Preface iii

I. Citations from Research in Education 3

II. Citations from Current Index to Journals in Education 265

III. RIE and CIJE Subject Index 337

Order Form for EDRS 361

PART I: CITATIONS FROM *RESEARCH IN EDUCATION*

p 2 blank

ACCESSION NUMBER: ED070000

PUBLICATION DATE: 71

BEST COPY AVAILABLE

TITLE: EVALUATION OF POTENTIAL FOR CHANGE IN JUNIOR HIGH AGE YOUTH FROM AMERICAN INDIAN, MEXICAN AND ANGLO ETHNIC BACKGROUNDS.

PERSONAL AUTHOR: MASON, EVELYN P.; LOCASSO, RICHARD M.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; *ACADEMIC PERFORMANCE; AMERICAN INDIANS; ANGLO AMERICANS; *ETHNIC GROUPS; *ETHNIC STUDIES; *JUNIOR HIGH SCHOOL STUDENTS; MEXICAN AMERICANS; MINORITY GROUPS; REMEDIAL PROGRAMS; SECONDARY SCHOOL STUDENTS

IDENTIFIER: CALIFORNIA ACHIEVEMENT TEST; CALIFORNIA PSYCHOLOGICAL INVENTORY; CALIFORNIA TEST OF MENTAL MATURITY

DESCRIPTIVE NOTE: 9P.

PARTICIPANTS FROM AMERICAN INDIAN, MEXICAN, AND ANGLO BACKGROUNDS TOOK PART IN A SIX-WEEK, INNOVATIVE SUMMER RESIDENCE PROGRAM OF EDUCATIONAL REMEDIATION AND ACCELERATION FOR JUNIOR HIGH STUDENTS. THE PARTICIPANTS WERE SELECTED FROM JUNIOR HIGH TEACHERS', COUNSELORS', AND SCHOOL ADMINISTRATORS' NOMINATIONS OF THOSE STUDENTS WHO BEST MET THE CRITERIA OF ACADEMIC POTENTIAL FOR AT LEAST HIGH SCHOOL COMPLETION, ACHIEVEMENT BELOW POTENTIAL AND EVIDENCE OF SOCIOCULTURAL DEFICIT. THE RESULTS SHOWED IMPROVED ACADEMIC ACHIEVEMENT, AS MEASURED BY THE CALIFORNIA ACHIEVEMENT TEST, SOME IMPROVEMENT IN NON-LANGUAGE SKILLS AS MEASURED BY THE CALIFORNIA TEST OF MENTAL MATURITY, AND IMPROVED EVALUATIONS OF SELF-WORTH AS MEASURED BY THE CALIFORNIA PSYCHOLOGICAL INVENTORY. EVIDENCE OF SLIGHTLY GREATER IMPROVEMENT AMONG FEMALE PARTICIPANTS WAS FOUND BUT THE SUPERIOR PERFORMANCE FOR ANGLOS WITH INDIANS CONSISTENTLY LOWER WHICH WAS NOTED IN THE ORIGINAL TESTING PERSISTED OVER TIME. (AUTHOR)

ACCESSION NUMBER: ED070046

PUBLICATION DATE: 71 **BEST COPY AVAILABLE**

TITLE: MEETING INDIVIDUAL NEEDS IN READING.

PERSONAL AUTHOR: SMITH, HELEN K., ED.

DESCRIPTOR: BASIC READING; *INDIVIDUALIZED READING; *INDIVIDUAL READING; *LANGUAGE ARTS; LISTENING; MEXICAN AMERICANS; NEGROES; *READING; READING ABILITY; READING INSTRUCTION; READING PROGRAMS; READING SKILLS; *REMEDIAL READING; RETARDED READERS; SPELLING; WRITING

DESCRIPTIVE NOTE: 156P.

THIS COLLECTION OF ESSAYS EXPLORES TWO INTERPRETATIONS OF "READING AND THE INDIVIDUAL." ONE INTERPRETATION CONCERNS THE EFFECT READING HAS UPON AN INDIVIDUAL'S SELF-CONCEPT AND HIS TOTAL PERSONALITY; THE SECOND INTERPRETATION RELATES TO THE METHODS USED IN TEACHING READING, RECOGNIZING THE PECULIAR NEEDS, INTERESTS, DESIRES, ABILITIES, AND BACKGROUNDS OF THE STUDENTS. THE VOLUME IS DIVIDED INTO TWO PARTS. PART ONE CONTAINS PAPERS CONCERNED WITH THE KINDS OF INDIVIDUAL DIFFERENCES FOUND AMONG STUDENTS, WAYS OF IDENTIFYING AND MEETING INDIVIDUAL DIFFERENCES IN READING, AND DIFFERENT PATTERNS OF CLASSROOM AND SCHOOL ORGANIZATION IN WHICH TEACHERS MAY WORK TO MEET THESE DIFFERENCES. PART TWO INCLUDES PAPERS RELATED TO INDIVIDUALIZING READING INSTRUCTION FOR PARTICULAR GROUPS OF STUDENTS: RETARDED READERS, NONACADEMIC STUDENTS, THE MENTALLY RETARDED, AFRO-AMERICANS, AND MEXICAN-AMERICANS. THREE OF THESE PAPERS INCLUDE SUGGESTIONS FOR INDIVIDUALIZING INSTRUCTION IN LISTENING, SPELLING, AND WRITING. (AUTHOR/DI)

AVAILABILITY: INTERNATIONAL READING ASSOCIATION, SIX TYRE AVENUE, NEWARK, DEL. 19711 ($4.50 NON-MEMBER, $3.50 MEMBER)

ACCESSION NUMBER: ED070081

PUBLICATION DATE: 72

TITLE: COMPARISON OF STANDARD ENGLISH PATTERNS PRODUCED BY HEAD START PARTICIPANTS AND COMPARABLE CHILDREN WITH NO HEAD START EXPERIENCE.

PERSONAL AUTHOR: ROBINSON, VIRGINIA HOPE

DESCRIPTOR: *EARLY EXPERIENCE; ETHNIC GROUPS; FEMALES; MALES; *MEXICAN AMERICANS; *NEGRO STUDENTS; *NONSTANDARD DIALECTS; PRONOUNS; SEX DIFFERENCES; *STANDARD SPOKEN USAGE; VERBS

IDENTIFIER: *PROJECT HEAD START

DESCRIPTIVE NOTE: 168P.; ED.D. DISSERTATION, ARIZONA STATE UNIVERSITY

THIS STUDY COMPARED THE USE OF ORAL LANGUAGE OF CHILDREN WHO HAD PARTICIPATED IN A HEAD START PROGRAM WITH THAT OF CHILDREN WITH NO PRESCHOOL EXPERIENCE. OF THE 43 CHILDREN ENROLLED IN PROJECT UPLIFT, 25 WERE AFRO-AMERICAN, ONE WAS ANGLO-AMERICAN, AND SEVENTEEN WERE MEXICAN-AMERICAN. IT WAS FOUND THAT HEAD START PARTICIPATION FOR THE GROUPS STUDIED DID NOT SEEM TO AFFECT SIGNIFICANTLY THE ABILITY TO IMITATE STANDARD ENGLISH PATTERNS OR TO INCREASE USE OF STANDARD FORMS OF PRONOUNS AND AUXILIARY VERBS IN THE PRODUCTION OF LANGUAGE. THIS STUDY SHOWED THAT MEXICAN-AMERICAN SUBJECTS EMPLOYED A HIGHER PROPORTION OF STANDARD FORMS OF AUXILIARY VERBS THAN DID AFRO-AMERICANS. FURTHER, OF ALL SUB-GROUPS, AFRO-AMERICAN BOYS WITH TWO YEARS OF PARTICIPATION IN THIS HEAD START PROGRAM SEEMED MOST LIKELY TO HAVE BEEN AFFECTED BY THE EXPERIENCE. TWO-YEAR AFRO-AMERICAN SUBJECTS USED FEWER NONSTANDARD RESPONSES IN THE IMITATION TASK AND EMPLOYED A LARGER PROPORTION OF AUXILIARY VERBS IN THE ORAL LANGUAGE TASKS THAN DID SUBJECTS WITH NO HEAD START EXPERIENCE. (AUTHOR/DI)

AVAILABILITY: UNIVERSITY MICROFILMS, A XEROX COMPANY, DISSERTATION COPIES, POST OFFICE BOX 1764, ANN ARBOR, MICHIGAN 48106 (ORDER NO. 72-23, 178, MF $4.00, XEROGRAPHY $10.00)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED070121 **BEST COPY AVAILABLE**

PUBLICATION DATE: NOV 72

TITLE: THE VALUE SYSTEM--A FALSE PROPHET FOR INTERCULTURAL COMMUNICATION.

PERSONAL AUTHOR: HOLLADAY, HOWARD P.

DESCRIPTOR: *COMMUNICATION (THOUGHT TRANSFER); *CROSS CULTURAL STUDIES; *CULTURAL CONTEXT; CULTURE CONFLICT; *ETHNIC GROUPS; HUMAN RELATIONS; INTERGROUP RELATIONS; MEXICAN AMERICANS; PERSONAL VALUES; *SOCIAL VALUES

IDENTIFIER: *INTERCULTURAL COMMUNICATION

DESCRIPTIVE NOTE: 13P.; PAPER PRESENTED AT THE CONVENTION OF THE WESTERN SPEECH COMMUNICATION ASSOCIATION (HONOLULU, NOV. 18-21, 1972)

THE AUTHOR QUESTIONS THE APPLICABILITY OF A VALUE-SYSTEM-CONTRAST APPROACH TO INTERCULTURAL COMMUNICATION. HIS TWO MAIN RESERVATIONS INVOLVE THE DERIVATION AND VALIDITY OF VALUE SETS THEMSELVES AND THE POTENTIAL DANGERS ENCOUNTERABLE IN USING VALUES AS A GUIDE TO INTERCULTURAL COMMUNICATION. FIRSTLY, THE NON-SCIENTIFIC METHODS EMPLOYED IN COMPILING AND CATEGORIZING VALUE SYSTEMS THEMSELVES, AND THE DIFFICULTY OF DETERMINING THE CAUSE OF PARTICULAR VALUES THAT ARE ALSO CONSTANTLY CHANGING, CONTRIBUTE TO THE QUESTIONABLE VALIDITY OF VALUE SYSTEMS WHICH ARE EXTERNALLY AND/OR POLITICALLY DERIVED. SECONDLY, RELIANCE ON PRECONCEIVED VALUE SETS AS INTERCULTURAL COMMUNICATION VARIABLES OR GUIDES MAY RESULT IN DESENSITIZATION OF THE COMMUNICATOR WHO USES THEM AND CREATION OF AN ENVIRONMENT FOR SELF-FULFILLING PROPHECY BASED ON FALSE INTERPRETATION. THE AUTHOR EXAMINES VALUE SET CATEGORIZATIONS OF MEXICAN-AMERICANS IN LIGHT OF VALUE SYSTEM THEORY AND INTERCULTURAL COMMUNICATION. (AUTHOR/LG)

ACCESSION NUMBER: ED070501

PUBLICATION DATE: OCT 69

TITLE: VENCEMOS CON LIBROS Y LA LENGUA.

PERSONAL AUTHOR: DURAN, DANIEL FLORES, COMP.

DESCRIPTOR: BIBLIOGRAPHIES; FOREIGN LANGUAGE BOOKS; FOREIGN LANGUAGE PERIODICALS; *LATIN AMERICAN CULTURE; *LIBRARY COLLECTIONS; *LIBRARY MATERIALS; *MEXICAN AMERICANS; PHONOGRAPH RECORDS; PUBLIC LIBRARIES; SPANISH; *SPANISH SPEAKING

DESCRIPTIVE NOTE: 9P.;(120 REFERENCES)

THE CITY OF RICHMOND, CALIFORNIA HAS MANY RESIDENTS WHO READ AND SPEAK ONLY SPANISH, AND MANY OTHER CHICANOS AND LATIN AMERICANS WHO ARE INTERESTED IN THEIR HERITAGE. THE SERVICE CENTER BRANCH OF THE PUBLIC LIBRARY HAS A COLLECTION OF BOOKS, MAGAZINES, AND RECORDS IN SPANISH AND IN ENGLISH ON THE PROBLEMS, HISTORY AND CULTURE OF THESE PEOPLE. THIS DOCUMENT IS A LIST OF THE LIBRARY'S HOLDINGS. THE SPANISH-LANGUAGE MATERIAL IS GROUPED BY TYPE, LISTING THE TITLE AND AUTHOR. THE ENGLISH-LANGUAGE MATERIAL IS DIVIDED INTO BOOKS ON NORTH AMERICA AND SOUTH AMERICA, WITH THE TITLE AND AUTHOR GIVEN. THIS ENTIRE DOCUMENT IS WRITTEN IN SPANISH. (SJ)

ACCESSION NUMBER: ED070545

PUBLICATION DATE: JUL 72

TITLE: THE STUDY OF MEXICAN AMERICAN EDUCATION IN THE SOUTHWEST: IMPLICATIONS OF RESEARCH BY THE CIVIL RIGHTS COMMISSION.

PERSONAL AUTHOR: UBANGA, SUSAN NAVARRO

DESCRIPTOR: ACADEMIC ACHIEVEMENT; BOARDS OF EDUCATION; CIVIL RIGHTS; ECONOMIC FACTORS; *EDUCATIONAL PROGRAMS; *ETHNIC GROUPS; INSTRUCTIONAL STAFF; *MEXICAN AMERICANS; READING SKILLS; *SCHOOL ENVIRONMENT; SCHOOL SEGREGATION; *SPANISH SPEAKING

DESCRIPTIVE NOTE: 23P.

THE UNITED STATES COMMISSION ON CIVIL RIGHTS CONDUCTED A 4-YEAR STUDY OF CHICANO EDUCATION IN THE SOUTHWEST AND COMPILED INFORMATION ON CONDITIONS IN THE SCHOOLS ATTENDED BY CHICANOS, EDUCATIONAL PRACTICES IN THESE SCHOOLS, AND EDUCATIONAL ACHIEVEMENT OF MEXICAN AMERICAN STUDENTS IN THESE DISTRICTS. DATA WERE COMPILED IN 3 PHASES: A STRATIFIED RANDOM SAMPLE OF ALL SCHOOL DISTRICTS IN THE UNITED STATES, A MAIL SURVEY OF 538 DISTRICTS AND 1,166 SCHOOLS THROUGHOUT THE SOUTHWEST, AND A FIELD STUDY OF 52 SCHOOLS IN CALIFORNIA, NEW MEXICO, AND TEXAS. FINDINGS INCLUDE THAT THE MEXICAN AMERICAN PUBLIC SCHOOL PUPILS ARE SEVERELY ISOLATED BY DISTRICT AND SCHOOLS WITHIN DISTRICTS, CHICANOS ARE UNDERREPRESENTED ON SCHOOL PROFESSIONAL STAFFS AND ON BOARDS OF EDUCATION, AND THE MAJORITY OF MEXICAN AMERICAN STAFF AND SCHOOL BOARD MEMBERS ARE FOUND IN PREDOMINANTLY MEXICAN AMERICAN SCHOOLS OR DISTRICTS. IT WAS ALSO FOUND THAT THE PROPORTION OF MINORITY STUDENTS WHO REMAIN IN SCHOOL THROUGH THE 12TH GRADE IS LOWER THAN THAT OF ANGLO STUDENTS, THAT A DISPROPORTIONATELY LARGE NUMBER OF CHICANOS LACK READING SKILLS COMMENSURATE WITH AGE AND GRADE LEVEL, THAT THE READING ACHIEVEMENT DROP IS SEVERE FOR MINORITY CHILDREN AS THEY ADVANCE IN AGE AND GRADE, THAT GRADE REPETITION RATES FOR MEXICAN AMERICANS ARE HIGHER THAN FOR ANGLOS, THAT MEXICAN AMERICANS ARE AS MUCH AS 7 TIMES AS LIKELY TO BE OVERAGE AS ANGLOS, AND THAT CHICANOS ARE UNDERREPRESENTED IN EXTRACURRICULAR ACTIVITIES. (PS)

ACCESSION NUMBER: ED070546 **BEST COPY AVAILABLE**

PUBLICATION DATE: JUL 72

TITLE: SELECTED CHARACTERISTICS OF PERSONS AND FAMILIES OF MEXICAN, PUERTO RICAN, AND OTHER SPANISH ORIGIN: MARCH 1972. (ADVANCE DATA FROM MARCH 1972 SAMPLE SURVEY.) POPULATION CHARACTERISTICS: CURRENT POPULATION REPORTS.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; CENSUS FIGURES; *DATA COLLECTION; *DEMOGRAPHY; *ETHNIC GROUPS; FAMILY CHARACTERISTICS; INCOME; *MEXICAN AMERICANS; PUERTO RICANS; REPORTS; SPANISH AMERICANS; STATISTICAL DATA; SURVEYS; *TABLES (DATA)

DESCRIPTIVE NOTE: 9P.

DATA ON A VARIETY OF SOCIAL AND ECONOMIC CHARACTERISTICS FOR PERSONS AND FAMILIES IN THE UNITED STATES OF MEXICAN, PUERTO RICAN, CUBAN, AND OTHER SPANISH ORIGIN AND COMPARATIVE DATA FOR THE REMAINING POPULATION WERE SELECTED FROM THE MARCH 1972 BUREAU OF THE CENSUS CURRENT POPULATION SURVEY (CPS). REVISIONS IN THE MARCH 1972 CPS, AS COMPARED TO THE 1970 CPS, INCLUDE THE INTRODUCTION OF 1970 CENSUS-BASED POPULATION CONTROLS AND METROPOLITAN RESIDENCE DEFINITION, THE USE OF 1970 CENSUS SAMPLING MATERIALS FOR PART OF THE SAMPLE, A CHANGE IN THE AVERAGE SEGMENT SIZE FROM 6 TO 4 HOUSING UNITS FOR PART OF THE SAMPLE, AND A CHANGE IN THE FIRST STAGE RATIO ESTIMATION PROCEDURE. THE 10 TABLES CONTAIN INFORMATION CONCERNING (1) U.S. POPULATION BY ETHNIC ORIGIN; (2) AGE DISTRIBUTION BY ETHNIC ORIGIN; (3) CHARACTERISTICS OF FAMILIES BY ETHNIC ORIGIN; (4) PERCENT OF THE POPULATION 25 YEARS OLD AND OVER WHO HAD COMPLETED LESS THAN 5 YEARS OF SCHOOL OR 4 YEARS OF HIGH SCHOOL OR MORE, BY ETHNIC ORIGIN; (5) LABOR FORCE PARTICIPATION OF PERSONS 16 TO 64 YEARS OLD, BY AGE, SEX, AND ETHNIC ORIGIN; (6) UNEMPLOYMENT RATES FOR PERSONS 16 TO 64 YEARS OLD, BY AGE, SEX, AND ETHNIC ORIGIN; (7) EMPLOYED MEN 16 YEARS OLD AND OVER, BY MAJOR OCCUPATION AND ETHNIC ORIGIN; (8) MEDIAN INCOME IN 1971 BY YEARS OF SCHOOL COMPLETED FOR MALES 25 YEARS OLD AND OVER BY ETHNIC ORIGIN; (9) FAMILY INCOME IN 1971 BY ETHNIC ORIGIN; AND (10) LOW-INCOME STATUS IN 1971 OF PERSONS OF SPANISH ORIGIN FOR THE U.S. AND 5 SOUTHWESTERN STATES. A RELATED DOCUMENT (1971) IS ED 065 224. (HBC)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402; P-20 ($.15)

ACCESSION NUMBER: ED070555

PUBLICATION DATE: 71

TITLE: TEXAS MIGRANT LABOR. ANNUAL REPORT, 1971.

DESCRIPTOR: *AGRICULTURAL LABORERS; *ANNUAL REPORTS; BILINGUAL EDUCATION; EDUCATION; FOREIGN WORKERS; HEALTH; HOUSING; *MEXICAN AMERICANS; *MIGRANT WORKERS; MIGRATION PATTERNS; *SOCIOECONOMIC INFLUENCES

IDENTIFIER: *TEXAS

DESCRIPTIVE NOTE: 89P.

THE GOOD NEIGHBOR COMMISSION OF TEXAS, ORGANIZED UNDER A FEDERAL GRANT IN 1943 AND LATER CONSTITUTED AS AN AGENCY OF STATE GOVERNMENT BY LEGISLATIVE MANDATE, IS CHARGED UNDER ITS BASIC LAW TO COORDINATE THE WORK OF THE FEDERAL, STATE, AND LOCAL GOVERNMENT UNITS ENDEAVORING TO IMPROVE THE TRAVEL AND WORKING CONDITIONS OF TEXAS MIGRANT FARM WORKERS. A BASIC RESPONSIBILITY IN THIS EFFORT IS TO SURVEY CONDITIONS AND DETERMINE PROBLEM AREAS RELATED TO MIGRANT WORKERS AND TAKE AN ACTIVE PART IN THE DEVELOPMENT OF ASSISTANCE PROGRAMS. THE COMMISSION'S EFFORTS IN CORRELATING AND EVALUATING OPERATIONAL PROGRAMS FOR MIGRANTS AND THEIR FAMILIES IS THE BASIS FOR THIS ANNUAL REPORT. AN OVERVIEW OF TEXAS MIGRANT LABOR DESCRIBES THE EMERGENCE AND FINALLY THE DOMINATION OF THE SEASONAL AGRICULTURAL LABOR FORCE BY SPANISH-SPEAKING PEOPLE. TOPICS DISCUSSED INCLUDE TEXAS AGRICULTURE AND MIGRANT LABOR, THE TEXAS INTER-AGENCY TASK FORCE ON MIGRANT LABOR, THE ROLE OF THE CHURCH IN MIGRANT MATTERS, BILINGUAL EDUCATION IN TEXAS, ALIEN LABOR AND IMMIGRATION, AND A DESCRIPTION OF THE FARMERS HOME ADMINISTRATION. CURRENT DEVELOPMENTS IN EDUCATION, HOUSING, HEALTH, JOB DEVELOPMENT AND EMPLOYMENT, AND RESUMES OF SPECIFIC FEDERAL PROGRAMS ARE ALSO PRESENTED. A LOOK AT THE TRENDS IN FARM LABOR AND WHAT HAS BEEN HAPPENING TO THE LOCAL DOMESTIC, MIGRATORY, AND FOREIGN WORKER IN THE PAST DECADE COMPRISES THE SUMMARY OF DATA FOR 1971. A RELATED DOCUMENT IS ED 057 936. (HBC)

ACCESSION NUMBER: ED070788

PUBLICATION DATE: OCT 72

TITLE: RACIAL AND ETHNIC DISTRIBUTION OF PROFESSIONAL STAFF IN CALIFORNIA PUBLIC SCHOOLS, FALL 1971. A REPORT TO THE STATE BOARD OF EDUCATION.

DESCRIPTOR: *ADMINISTRATIVE PERSONNEL; CHINESE AMERICANS; *ETHNIC DISTRIBUTION; JAPANESE AMERICANS; NEGROES; PRINCIPALS; PUBLIC SCHOOLS; RACIAL BALANCE; *RACIAL DISTRIBUTION; SCHOOL DEMOGRAPHY; SPANISH SPEAKING; STATE SURVEYS; STUDENT DISTRIBUTION; *TEACHER DISTRIBUTION

IDENTIFIER: *CALIFORNIA

DESCRIPTIVE NOTE: 26P.

A RACIAL AND ETHNIC SURVEY OF CALIFORNIA PUBLIC SCHOOLS, CONDUCTED BY THE STATE DEPARTMENT OF EDUCATION IN OCTOBER 1971, INCLUDED NOT ONLY A COUNT OF PUPILS IN EACH SCHOOL BUT ALSO A COUNT OF PROFESSIONAL STAFF BY RACIAL AND ETHNIC GROUP CATEGORIES. THIS REPORT PRESENTS THE RESULTS OF THE SURVEY OF TEACHERS, PRINCIPALS, AND OTHER PROFESSIONAL STAFF, THE FIRST SUCH STATE SURVEY SINCE OCTOBER 1967. WHILE NEARLY 29 PERCENT OF ALL PUBLIC SCHOOL PUPILS IN CALIFORNIA WERE MEMBERS OF RACIAL AND ETHNIC MINORITY GROUPS, MINORITIES WERE REPRESENTED BY 10.5 PERCENT OF THE TEACHING STAFF AND 6.5 PERCENT OF THE PRINCIPALS. THE SPANISH-SURNAMED ACCOUNTED FOR 16 PERCENT OF THE PUPILS, BUT ONLY 2.6 PERCENT OF CLASSROOM TEACHERS, 2.4 PERCENT OF PRINCIPALS, AND 2.7 PERCENT OF TOTAL PROFESSIONAL STAFF AT SCHOOLS. BLACKS COMPRISED 9.3 PERCENT OF ALL PUPILS, 5.1 PERCENT OF TEACHERS, AND 2.9 PERCENT OF PRINCIPALS. ASIANS PROVIDED THE ONLY EXAMPLE OF PARITY, WITH 2.2 PERCENT OF PUPILS AND 2.2 PERCENT OF TEACHERS, BUT 0.6 PERCENT OF PRINCIPALS. ASIAN AND SPANISH-SURNAMED PUPILS AND PROFESSIONALS ALIKE WERE ABOUT TWICE THE STATE AVERAGE IN THEIR PROPORTIONS IN MINORITY-GROUP ISOLATED SCHOOLS. BLACK PUPILS AND PROFESSIONALS WERE NEARLY FOUR TIMES THE STATE AVERAGE AT SUCH SCHOOLS. (AUTHOR/JM)

ACCESSION NUMBER: ED070789

PUBLICATION DATE: SEP 72

TITLE: RACIAL AND ETHNIC DISTRIBUTION OF PUPILS IN CALIFORNIA PUBLIC SCHOOLS, FALL 1971. A REPORT TO THE STATE BOARD OF EDUCATION.

DESCRIPTOR: CHINESE AMERICANS; *ETHNIC DISTRIBUTION; JAPANESE AMERICANS; LONGITUDINAL STUDIES; MINORITY GROUPS; NEGROES; PUBLIC SCHOOLS; RACIAL BALANCE; *RACIAL DISTRIBUTION; SCHOOL DEMOGRAPHY; SCHOOL SEGREGATION; SPANISH SPEAKING; *STATE SURVEYS; *STUDENT DISTRIBUTION

IDENTIFIER: *CALIFORNIA

DESCRIPTIVE NOTE: 22P.

IN OCTOBER 1971, AS IN FOUR PREVIOUS YEARS, SCHOOL DISTRICTS PROVIDED THE CALIFORNIA STATE DEPARTMENT OF EDUCATION WITH A COUNT OF PUPILS IN EACH SCHOOL BY RACIAL AND ETHNIC GROUP CATEGORIES. THE SURVEY FOUND THAT 29 PERCENT OF THE 4.5 MILLION PUPILS IN CALIFORNIA PUBLIC SCHOOLS WERE MEMBERS OF RACIAL AND ETHNIC MINORITY GROUPS. MEXICAN AMERICANS AND OTHERS OF SPANISH SURNAME COMPRISED 16 PERCENT. MORE THAN 9 PERCENT WERE BLACK, MORE THAN TWO PERCENT WERE ASIAN AND ABOUT 1.5 PERCENT WERE AMERICAN INDIAN, FILIPINO, OR MEMBERS OF OTHER NONWHITE MINORITIES. FOR THE FIRST TIME SINCE THESE SURVEYS BEGAN, THERE WAS A STATEWIDE DECREASE IN THE TOTAL NUMBER OF PUPILS. MINORITY-GROUP ENROLLMENT CONTINUED TO INCREASE. SINCE THE 1967 SURVEY, SPANISH-SURNAMED PUPILS HAD INCREASED BY 102,001, BLACK PUPILS BY 50,795, AND OTHER MINORITY-GROUP PUPILS BY 32,210. APPLYING THE MEASURE OF IMBALANCE STATED IN THE CALIFORNIA ADMINISTRATIVE CODE, THERE WERE 1,697 SCHOOLS IN 1971-72 WHICH DEVIATED BY MORE THAN 15 PERCENT FROM THE MEAN IN THEIR DISTRICTS FOR ANY RACIAL OR ETHNIC GROUP, INCLUDING THE ANGLO-MAJORITY GROUP; MORE THAN 1.3 MILLION CHILDREN WERE IN ATTENDANCE AT THOSE SCHOOLS, INCLUDING 63 PERCENT OF ALL THE BLACK PUPILS IN THE STATE AND 42 PERCENT OF ALL THE SPANISH-SURNAMED PUPILS. AT THE SAME TIME THERE WERE 1,215 SCHOOLS IN WHICH MINORITY-GROUP PUPILS COMPRISED 50 PERCENT OR MORE OF TOTAL ENROLLMENT. (AUTHOR/JM)

ACCESSION NUMBER: ED071440

PUBLICATION DATE: 8 JAN 73

TITLE: SATURDAY CHILDREN'S PROGRAMMING IN SAN FRANCISCO, CALIFORNIA. AN ANALYSIS OF THE PRESENTATION OF RACIAL AND CULTURAL GROUPS ON THREE NETWORK AFFILIATED SAN FRANCISCO TELEVISION STATIONS.

PERSONAL AUTHOR: ORMISTON, LINDA H.; WILLIAMS, SALLY

DESCRIPTOR: AUDIENCES; *CHILDREN; CHINESE AMERICANS; COMMERCIAL TELEVISION; CULTURAL IMAGES; *CULTURAL PLURALISM; *ETHNIC STEREOTYPES; INFORMATION SOURCES; MEXICAN AMERICANS; MINORITY GROUPS; NEGROES; *PROGRAMING (BROADCAST); STEREOTYPES; *TELEVISION; TELEVISION VIEWING

IDENTIFIER: *SAN FRANCISCO

DESCRIPTIVE NOTE: 13P.; SPEECH PRESENTED TO THE FEDERAL COMMUNICATIONS COMMISSION'S HEARING ON CHILDREN'S TELEVISION (WASHINGTON, D.C., JANUARY 8-10, 1973)

A SURVEY OF CHILDREN'S TELEVISION PROGRAMS IN SAN FRANCISCO SHOWED THAT THE PROGRAMS DO NOT REFLECT THE NEEDS, PROBLEMS, AND INTERESTS OF LOCAL VIEWERS. ONE-FOURTH OF THE CITY'S POPULATION IS CHILDREN. TWO THIRDS OF THOSE ENROLLED IN THE CITY'S PUBLIC SCHOOLS ARE NOT ANGLO. DESPITE THIS, 17 OF 27 PROGRAMS MONITORED ONE SATURDAY MORNING IN 1972 CONTAINED NO MINORITY REPRESENTATION AT ALL, AND MOST MINORITY CHARACTERIZATION PERPETUATED STEREOTYPES. AN EARLIER SURVEY IN SAN FRANCISCO SHOWED THAT TELEVISION WAS ONE OF THE CHIEF SOURCES OF INFORMATION THAT CHILDREN CITED. THE TWO SURVEYS, TAKEN IN CONJUNCTION, SUGGEST THAT LOCAL TELEVISION STATIONS ARE NOT DOING AN ADEQUATE JOB IN PRESENTING PROGRAMS BENEFICIAL TO THE VARIOUS GROUPS OF THE COMMUNITY. THE FEDERAL COMMUNICATIONS COMMISSION IS ASKED TO TAKE STEPS TO REMEDY THIS SITUATION. (JK)

ACCESSION NUMBER: ED071441

PUBLICATION DATE: 10 JAN 73

TITLE: STATEMENT BEFORE THE FEDERAL COMMUNICATIONS COMMISSION.

PERSONAL AUTHOR: LAPEZ, MANUEL

DESCRIPTOR: *CHILDHOOD ATTITUDES; CHILDHOOD INTERESTS; CHILDREN; COMMERCIAL TELEVISION; CULTURAL IMAGES; *ETHNIC STEREOTYPES; INDIVIDUAL NEEDS; *MEXICAN AMERICANS; *PROGRAMING (BROADCAST); SELF CONCEPT; SELF ESTEEM; *TELEVISION; TELEVISION VIEWING

IDENTIFIER: *SAN FRANCISCO

DESCRIPTIVE NOTE: 7P.; SPEECH PRESENTED TO THE FEDERAL COMMUNICATIONS COMMISSION'S HEARINGS ON CHILDREN'S TELEVISION (WASHINGTON, D.C., JANUARY 8-10, 1973)

TELEVISION AND THE MASS MEDIA IN GENERAL HAVE CREATED AN UNFLATTERING STEREOTYPE OF MEXICAN-AMERICANS THAT IS BASED ON RACISM AND GENERATES RACISM. THE MOST OFFENSIVE OF THESE IS THE "FRITO-BANDITO." IN CHILDREN'S PROGRAMING, VERY FEW SHOWS PRESENT MEXICAN-AMERICAN CHARACTERS AND THE ONES THAT ARE PRESENTED ARE STEREOTYPES. MEXICAN-AMERICANS ARE ALSO ABSENT IN ADULT PROGRAMS. THE FEDERAL COMMUNICATIONS COMMISSION (FCC) IS URGED TO GIVE LA RAZA PERSONNEL TOTAL CONTROL OVER PROGRAMS DIRECTED TOWARD THAT COMMUNITY. AN ALTERNATE PLAN IS TO GIVE NEW LICENSES FOR TELEVISION BROADCASTING TO THE LA RAZA COMMUNITY IN AREAS WHERE THE LOCAL STATIONS REFUSE TO GRANT SUCH CREATIVE CONTROL. THE PRESENT STATE OF PROGRAMING CANNOT CONTINUE. THESE PROGRAMS DEPRIVE LA RAZA CHILDREN OF AN EQUAL OPPORTUNITY TO DEVELOP A HEALTHY SELF IDENTITY, AND THEY DEPRIVE THE WHOLE COUNTRY FROM GAINING A REALISTIC, POSITIVE VIEW OF MEXICAN-AMERICANS. (JK)

ACCESSION NUMBER: ED071495

PUBLICATION DATE: 71

TITLE: FIESTA, SPANISH-S: 7509.73.

PERSONAL AUTHOR: MIYAR, OLGA C.

DESCRIPTOR: AUDIOVISUAL AIDS; BIBLIOGRAPHIES; COMPARATIVE ANALYSIS; *COURSE DESCRIPTIONS; *CULTURAL EDUCATION; EDUCATIONAL OBJECTIVES; *LATIN AMERICAN CULTURE; *LEARNING ACTIVITIES; LITERATURE; MUSIC; SECOND LANGUAGE LEARNING; SPANISH; *SPANISH CULTURE; SPANISH SPEAKING; TEACHING METHODS

IDENTIFIER: *QUINMESTER PROGRAM

DESCRIPTIVE NOTE: 29P.; AN AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM; IN SPANISH

THIS COURSE IS INTENDED TO TEACH THE STUDENT ABOUT SPANISH AND LATIN AMERICAN CULTURE IN ORDER TO BROADEN HIS CAPACITY FOR UNDERSTANDING AND APPRECIATING THOSE CULTURES. THE SUBJECT MATTER IN THIS COURSE IS THE FOLKLORE, CUSTOMS, TYPES OF FOOD, AND MUSIC OF A CULTURE AS SEEN THROUGH HOLIDAYS, FESTIVALS, STYLES, AND SPECIAL OCCASIONS. LEARNING ACTIVITIES ARE LISTED, AND THE COURSE MAKES USE OF AUDIOVISUAL MATERIALS AS WELL AS OF RELEVANT LITERARY SELECTIONS FROM FAMOUS AUTHORS. A BIBLIOGRAPHY LISTING WRITTEN MATERIALS AS WELL AS FILMS, FILM STRIPS, TAPES, AND RECORDS IS INCLUDED. (VM)

ACCESSION NUMBER: ED071521

PUBLICATION DATE: 72

TITLE: CURRICULUM GUIDE FOR NON-ENGLISH SPEAKERS, GRADES 9-10.

PERSONAL AUTHOR: COLFLESH, MADELINE

DESCRIPTOR: *CURRICULUM GUIDES; *ENGLISH (SECOND LANGUAGE); GRADE 9; GRADE 10; HISTORY; *INDIVIDUALIZED INSTRUCTION; LESSON PLANS; MATHEMATICS; SCIENCES; *SECONDARY SCHOOL STUDENTS; SPANISH; *SPANISH SPEAKING

IDENTIFIER: PENNSYLVANIA; WEST CHESTER SCHOOL DISTRICT

DESCRIPTIVE NOTE: 51P.

THIS CURRICULUM GUIDE FOR ENGLISH DESCRIBES AN INDIVIDUALIZED PROGRAM FOR SPANISH-SPEAKING STUDENTS AGED 14 THROUGH 17, BUT IT CAN BE ADAPTED FOR SPEAKERS OF OTHER LANGUAGES. IT OUTLINES A PROGRAM FOR ALL ABILITY LEVELS, EXCEPT THOSE CLASSIFIED AS RETARDED EDUCABLE. IT FORMULATES 36 LESSONS FOR FOUR SUBJECTS: ENGLISH, MATHEMATICS, HISTORY, AND SCIENCE. A BIBLIOGRAPHY IS INCLUDED. (SK)

ACCESSION NUMBER: ED071627

PUBLICATION DATE: DEC 72

TITLE: CHICANOS AND PUBLIC HIGHER EDUCATION IN CALIFORNIA.

PERSONAL AUTHOR: LOPEZ, RONALD W.; ENOS, DARRYL D.

DESCRIPTOR: *ETHNIC GROUPS; *HIGHER EDUCATION; *MEXICAN AMERICANS; *MINORITY GROUPS; *STATEWIDE PLANNING

DESCRIPTIVE NOTE: 211P.

THIS STUDY WAS DESIGNED TO PROVIDE AN OVERVIEW OF CHICANOS IN PUBLIC HIGHER EDUCATION IN CALIFORNIA. THIS OVERVIEW DESCRIBES BOTH THE MAJOR CIRCUMSTANCES OF HIGHER EDUCATION AS THEY AFFECT CHICANOS AND THE CHARACTERISTICS OF CHICANOS IN HIGHER EDUCATION. THE ANALYSIS INCLUDES ASSESSMENTS AND EVALUATIONS OF THE CHICANO EXPERIENCE IN HIGHER EDUCATION IN BOTH QUANTITATIVE AND QUALITATIVE TERMS. RECOMMENDATIONS INCLUDE POLICY OR POLICY ALTERNATIVES THAT FALL WITHIN THE RESPONSIBILITY OF THE LEGISLATURE AND THE VARIOUS OTHER INSTITUTIONS THAT DIRECT THE STATE'S COLLEGES AND UNIVERSITIES. (HS)

ACCESSION NUMBER: ED071784

PUBLICATION DATE: 72

TITLE: SOCIAL FUNCTIONS OF LANGUAGE IN A MEXICAN-AMERICAN COMMUNITY. ANTHROPOLOGICAL PAPERS OF THE UNIVERSITY OF ARIZONA NUMBER 22.

PERSONAL AUTHOR: BARKER, GEORGE C.

DESCRIPTOR: *ACCULTURATION; *AREA STUDIES; BILINGUALISM; FAMILY (SOCIOLOGICAL UNIT); GROUP RELATIONS; *LANGUAGE ROLE; *LINGUISTIC PATTERNS; *MEXICAN AMERICANS; SOCIOCULTURAL PATTERNS

IDENTIFIER: ARIZONA; *TUCSON

DESCRIPTIVE NOTE: 56P.

AN INQUIRY INTO HOW LANGUAGE FUNCTIONS IN THE LIFE OF A BILINGUAL MINORITY GROUP IN PROCESS OF CULTURAL CHANGE, THIS STUDY INVESTIGATED THE ACCULTURATION AND ASSIMILATION OF INDIVIDUALS OF MEXICAN DESCENT LIVING IN TUCSON, ARIZONA. SPECIFICALLY, THE LANGUAGE USAGE AND INTERPERSONAL RELATIONS OF INDIVIDUALS FROM REPRESENTATIVE FAMILIES IN THE BILINGUAL COMMUNITY OF TUCSON, THE USAGE OF BILINGUAL SOCIAL GROUPS IN THE COMMUNITY, AND THE LINGUISTIC AND CULTURAL CONTACTS BETWEEN BILINGUALS AND MEMBERS OF THE LARGER TUCSON COMMUNITY WERE EXAMINED. DATA WERE DRAWN FROM OBSERVATIONAL STUDIES OF INDIVIDUALS AND FAMILIES; OBSERVATION OF GROUP ACTIVITIES; AND OBSERVATION OF, SUPPLEMENTED BY QUESTIONNAIRES ON, THE CULTURAL INTERESTS OF MEXICAN CHILDREN AND THEIR FAMILIES. SOME CONCLUSIONS OF THE STUDY WERE THAT SPANISH CAME TO BE IDENTIFIED IN THE MEXICAN COMMUNITY AS THE LANGUAGE OF INTIMATE AND FAMILY RELATIONS, WHILE ENGLISH CAME TO BE IDENTIFIED AS THE LANGUAGE OF FORMAL SOCIAL RELATIONS AND OF ALL RELATIONS WITH ANGLOS. IT WAS ALSO FOUND THAT THE YOUNGER AMERICAN-BORN GROUP REJECT BOTH SPANISH AND ENGLISH IN FAVOR OF THEIR OWN LANGUAGE, PACHUCO. TABLES DEPICTING THE CHARACTERISTICS OF 20 FAMILIES, THE LANGUAGE USAGE OF FAMILIES, AND THE LANGUAGE USAGE IN PERSONAL RELATIONSHIPS OF ENGLISH AND SPANISH ARE INCLUDED. SUGGESTIONS FOR FURTHER RESEARCH ARE MADE. (HBC)

AVAILABILITY: THE UNIVERSITY OF ARIZONA PRESS, BOX 3398, TUCSON, ARIZONA 85722 ($4.00)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED071786

BEST COPY AVAILABLE

PUBLICATION DATE: 68

TITLE: EDUCATIONAL COMMUNICATION FOR THE DEPRIVED CHILD: REPORT AND SUGGESTIONS. TEXAS A & I UNIVERSITY, KINGSVILLE, TEXAS, TEACHER CORPS PROJECT REPORT. FIRST CYCLE PROGRAM 1966-1968.

PERSONAL AUTHOR: ELLIOTT, FLOYD W., COMP.; COX, ROBERT L., COMP.

DESCRIPTOR: *DISADVANTAGED YOUTH; ECONOMIC DISADVANTAGEMENT; *EDUCATIONAL BACKGROUND; ELEMENTARY GRADES; GUIDELINES; *INSTRUCTIONAL MATERIALS; LANGUAGE ARTS; LOW MOTIVATION; *MEXICAN AMERICANS; RURAL AREAS; SECONDARY GRADES; SELF CONCEPT; STUDENT ATTITUDES; TEACHER INTERNS; *TEACHING METHODS

IDENTIFIER: SOUTH TEXAS; *TEACHER CORPS

DESCRIPTIVE NOTE: 171P.

THE AIMS OF THE TEACHER CORPS ARE (1) TO STRENGTHEN EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN AREAS WITH CONCENTRATIONS OF LOW-INCOME FAMILIES; (2) TO ATTRACT AND PREPARE PERSONS TO BECOME TEACHERS IN SUCH AREAS THROUGH COORDINATED WORK-STUDY EXPERIENCES; AND (3) TO ENCOURAGE COLLEGES AND UNIVERSITIES, SCHOOLS, AND STATE DEPARTMENTS OF EDUCATION TO WORK TOGETHER TO BROADEN AND IMPROVE THEIR TEACHER EDUCATION PROGRAMS. DURING THEIR 2-YEAR TRAINING, THE TEACHER CORPS INTERNS WORK DIRECTLY WITH DEPRIVED CHILDREN IN ASSIGNED SCHOOL DISTRICTS. THE TEACHER CORPS MEMBERS AT TEXAS A & I UNIVERSITY WORKED IN THE COMMUNITIES OF CORPUS CHRISTI, RIO GRANDE CITY, BEN BOLT-PALITO BLANCO, AND EAST CENTRAL. IN THIS REPORT, SOME METHODS, PROCEDURES, AND MATERIALS WHICH THE CORPSMEN FOUND USEFUL DURING THEIR WORK EXPERIENCE ARE PRESENTED TO TEACHERS AND INDIVIDUALS INTERESTED IN THE EDUCATION OF ECONOMICALLY AND EDUCATIONALLY DEPRIVED CHILDREN, SPECIFICALLY IN SOUTH TEXAS. THE REPORT IS DIVIDED INTO 2 MAJOR SECTIONS CONTAINING (1) A GENERAL INTRODUCTION TO THE SUBJECT, PROBLEM, AND PURPOSE OF THE REPORT, INCLUDING DESCRIPTIONS OF THE COMMUNITIES AND OF STUDENT CHARACTERISTICS; AND (2) SUGGESTED METHODS, PROCEDURES, AND MATERIALS FOR WORKING WITH SIMILARLY DEPRIVED CHILDREN. ALSO GIVEN ARE BRIEF DESCRIPTIONS OF THE STUDENT CHARACTERISTICS, SIMPLE DESCRIPTIONS OF 13 OF THE STUDENTS, AND PIECES OF CONVERSATION TAKEN FROM DISCUSSIONS WITH SOME OF THE STUDENTS. (NQ)

ACCESSION NUMBER: ED071788

BEST COPY AVAILABLE

PUBLICATION DATE: 72

TITLE: THE CONCEPT OF EQUAL EDUCATIONAL OPPORTUNITY AND THE CHICANO: METHODOLOGICAL FOOTNOTES ON A STUDY OF SCHOOL SYSTEMS IN THE SOUTHWEST.

PERSONAL AUTHOR: BRISCHETTO, ROBERT; ARCINIEGA, THOMAS

DESCRIPTOR: COURT LITIGATION; ENROLLMENT; *EQUAL EDUCATION; HISTORY; *LITERATURE REVIEWS; *MEXICAN AMERICANS; *RESEARCH; *SCHOOL SYSTEMS; SUPERINTENDENTS

IDENTIFIER: *SOUTHWEST

DESCRIPTIVE NOTE: 27P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE ROCKY MOUNTAIN EDUCATIONAL RESEARCH ASSOCIATION, LAS CRUCES, NEW MEXICO, NOVEMBER 17, 1972

FOUR DIFFERENT MAILED QUESTIONNAIRE SURVEYS DEALING WITH INEQUALITY IN EDUCATIONAL OPPORTUNITY FOR MEXICAN AMERICANS HAVE BEEN CONDUCTED IN THE SOUTHWEST: (1) FALL 1968, HEALTH, EDUCATION, AND WELFARE (HEW) SURVEY OF 1,204 SUPERINTENDENTS IN DISTRICTS WITH 300 STUDENTS OR MORE; (2) SPRING 1969, MEXICAN AMERICAN EDUCATION STUDY (MAES) SURVEY OF 538 SUPERINTENDENTS IN DISTRICTS WITH AT LEAST 10% MEXICAN AMERICAN STUDENTS; (3) SPRING 1969, MAES SURVEY OF 1,166 SCHOOL PRINCIPALS WITHIN DISTRICTS WITH 10% OR MORE MEXICAN AMERICAN STUDENTS; AND (4) SPRING 1972, SOUTHWESTERN SCHOOL STUDY OF 636 SUPERINTENDENTS FROM ALL DISTRICTS WITH 300 OR MORE STUDENTS. AT THE TIME OF THIS PUBLICATION, THE SPRING 1972 SOUTHWESTERN SCHOOLS STUDY WAS BEING CONDUCTED AS A FOLLOW-UP TO THE HEW AND THE SPRING 1969 MAES SURVEY. THE QUESTIONNAIRE INCLUDES SOME ITEMS ASKED IN THE 2 SURVEYS ALONG WITH SOME ADDITIONAL ITEMS NOT COVERED IN THEM. IN ADDITION TO THE 538 DISTRICTS, 98 "ANGLO" DISTRICTS (I.E., DISTRICTS WITH LESS THAN 10% OF EACH MINORITY GROUP) ARE ALSO INCLUDED TO ALLOW THE STUDY TO UNCOVER THE RANGE OF DIFFERENCES IN DISTRICTS OF VARYING MEXICAN AMERICAN ENROLLMENT DENSITY. BECAUSE OF THE LONGITUDINAL PANEL DESIGN, CHANGES WHICH OCCURRED IN THE 3 YEARS, PARTLY BECAUSE OF THE PASSAGE OF FEDERAL LEGISLATION, WILL ALSO BE EXAMINED. THE METHODOLOGICAL FRAMEWORK FOR THE STUDY AS IT RELATES TO THE CONCEPT OF EQUAL EDUCATIONAL OPPORTUNITY AND A LITERATURE REVIEW OF PREVIOUS RESEARCH ARE GIVEN. (NQ)

ACCESSION NUMBER: ED071789

PUBLICATION DATE: NOV 72

TITLE: THE USE OF THE MILLER ANALOGIES TEST AS A SCREENING DEVICE FOR MEXICAN-AMERICAN GRADUATE STUDENTS.

PERSONAL AUTHOR: DULING, JOHN A.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; ANGLO AMERICANS; *CULTURAL DIFFERENCES; GRADE POINT AVERAGE; *GRADUATE STUDENTS; *MEXICAN AMERICANS; *SCREENING TESTS; *STANDARDIZED TESTS; SUCCESS FACTORS

IDENTIFIER: *MILLER ANALOGIES TEST; NEW MEXICO STATE UNIVERSITY

DESCRIPTIVE NOTE: 7P.; PAPER PRESENTED AT THE ROCKY MOUNTAIN EDUCATIONAL RESEARCH ASSOCIATION, LAS CRUCES, NEW MEXICO, NOVEMBER 16-17, 1972

THE DETERMINATION OF WHETHER OR NOT THE MILLER ANALOGIES TEST (MAT) IS A VALID SCREENING DEVICE TO USE WITH A CULTURALLY DIVERSE POPULACE WAS EXAMINED. THE STUDY WAS CONDUCTED AT NEW MEXICO STATE UNIVERSITY (NMSU) USING 2 SAMPLE GROUPS. SAMPLE A CONSISTED OF 560 ANGLOS AND 101 MEXICAN AMERICANS TESTED BY THE NMSU COUNSELING CENTER DURING A 2-YEAR PERIOD (1968 TO 1970), AND SAMPLE B CONSISTED OF 337 ANGLOS AND 51 MEXICAN AMERICANS ADMITTED TO THE GRADUATE SCHOOL AT NMSU DURING A 3-YEAR PERIOD (1967-1970). THE 3 HYPOTHESES DEVELOPED FOR TESTING WERE (1) THAT THERE IS A SIGNIFICANT DIFFERENCE BETWEEN MAT SCORES OF ANGLOS AND MEXICAN AMERICANS, (2) THAT THERE IS A SIGNIFICANT DIFFERENCE BETWEEN EARNED GRADE POINT AVERAGES (GPA) OF MEXICAN AMERICANS AND ANGLOS IN THE FIRST SEMESTER OF GRADUATE SCHOOL, AND (3) THAT THE CORRELATION OF MAT SCORES AND FIRST SEMESTER GPAS IN GRADUATE SCHOOL WILL BE SIGNIFICANTLY DIFFERENT FOR MEXICAN AMERICANS AND ANGLOS. THE RESULTS OF THE STUDY PROVIDED THE BASIS FOR ACCEPTING THE FIRST AND THIRD HYPOTHESES AND FOR NOT ACCEPTING THE SECOND HYPOTHESIS. IT WAS STRONGLY INDICATED THAT STUDENTS OF MEXICAN AMERICAN EXTRACTION OBTAIN SIGNIFICANTLY LOWER SCORES ON THE MAT THAN DO THEIR FELLOW ANGLOS, BUT THIS FACT DOES NOT SEEM TO BE A DETRIMENTAL FACTOR WHICH INFLUENCES PERFORMANCE IN CLASS AT THE GRADUATE LEVEL. IT WAS CONCLUDED THAT THE MAT DOES NOT HAVE MUCH VALUE AS A PREDICTIVE INSTRUMENT FOR EITHER GROUP. (PS)

ACCESSION NUMBER: ED071790

PUBLICATION DATE: NOV 72

TITLE: ASSESSMENT OF DENTAL NEEDS IN A MULTICULTURAL POPULATION.

PERSONAL AUTHOR: SOLIS, ENRIQUE, JR.; PETTIBONE, TIMOTHY J.

DESCRIPTOR: *ANGLO AMERICANS; *CROSS CULTURAL STUDIES; DEMOGRAPHY; *DENTAL HEALTH; *ELEMENTARY GRADES; MEDICAL RESEARCH; *MEXICAN AMERICANS; PSYCHOLOGICAL PATTERNS; SOCIOCULTURAL PATTERNS; STATISTICAL ANALYSIS

IDENTIFIER: *LAS CRUCES; NEW MEXICO

DESCRIPTIVE NOTE: 10P.; PAPER PRESENTED AT ROCKY MOUNTAIN EDUCATIONAL RESEARCH ASSOCIATION MEETING, LAS CRUCES, NEW MEXICO, NOVEMBER 16-17, 1972

THE PURPOSE OF THE STUDY WAS TO DEVELOP CULTURAL MODELS THAT DESCRIBE DENTAL CARE PRACTICES AMONG THE PRIMARY ETHNIC CULTURES OF THE SOUTHWEST. THE PILOT STUDY SAMPLE, OF MEXICAN AMERICANS AND ANGLO AMERICANS, WAS OBTAINED THROUGH THE LAS CRUCES SCHOOLS. SAMPLING WAS STRATIFIED RANDOM SAMPLING USING ELEMENTARY SCHOOL (GRADES 1-6) RECORDS. INITIAL ANALYSIS OF DATA ON THE VARIOUS TECHNICAL AND NONTECHNICAL FACTORS INDICATED SIGNIFICANT DIFFERENCES BETWEEN THE 2 GROUPS IN PERIODONTAL, DECAYED TEETH, FILLED TEETH, AND FREQUENCY OF VISITS TO THE DENTIST OF BOTH MOTHER AND CHILD. FAMILY SIZE, EDUCATION, INCOME, AND JOB SKILL OF HEAD OF HOUSEHOLD WERE SOCIAL/DEMOGRAPHIC FACTORS IN WHICH SIGNIFICANT DIFFERENCES WERE ALSO FOUND BETWEEN THE 2 GROUPS. IT WAS CONCLUDED THAT THE BEST DELIVERY OF HEALTH SERVICES OCCURS ONLY WHEN THE CULTURAL BARRIERS TO SUCH DELIVERY ARE UNDERSTOOD. THIS UNDERSTANDING CANNOT BE REACHED MERELY IN DESCRIBING CULTURAL DIFFERENCES BUT RATHER IN THE ORDERING AND STRUCTURING OF KNOWN VARIABLES INTO PREDICTIVE MODELS OF DENTAL CARE PRACTICES. (HBC)

ACCESSION NUMBER: ED071791

PUBLICATION DATE: OCT 71

TITLE: THE LANGUAGE OF THE FOUR YEAR OLD CHICANO.

PERSONAL AUTHOR: SERRANO, RODOLFO G.

DESCRIPTOR: COGNITIVE PROCESSES; GRAMMAR; INTERVIEWS; *LANGUAGE USAGE; *LINGUISTIC COMPETENCE; *MEXICAN AMERICANS; *NURSERY SCHOOLS; ORAL COMMUNICATION; PHONOLOGY; *PRESCHOOL CHILDREN; QUESTION ANSWER INTERVIEWS; SOCIAL INFLUENCES; SYNTAX

DESCRIPTIVE NOTE: 15P.; PAPER PRESENTED AT THE ROCKY MOUNTAIN EDUCATIONAL RESEARCH ASSOCIATION MEETING, OCTOBER 28-29, 1971, BOULDER, COLORADO

THE LANGUAGE OF A SMALL GROUP OF 4-YEAR-OLD CHICANO CHILDREN IN A PREDOMINANTLY CHICANO NURSERY SCHOOL SETTING (CHICANO 85%, BLACK 13%, ANGLO 2%) IS THE FOCUS OF THIS STUDY, WHICH INVESTIGATES THE PHONOLOGY OF COMMUNICATION, THE GRAMMAR AND SYNTAX OF CONVERSATIONS, AND THE SOCIOCOGNITIVE INFLUENCE ON ENGLISH LANGUAGE USAGE AS EXPRESSED BY 4-YEAR-OLD CHICANO CHILDREN. THE EXPERIMENTAL DESIGN USED WAS TO (1) IDENTIFY AND RANDOMLY SELECT ONE-HALF OF THE 4-YEAR-OLD CHICANO CHILDREN ENROLLED IN A MODEL CITY NURSERY SCHOOL, (2) CONDUCT 3 INTERVIEWS WITH THE CHILDREN DURING A 4-WEEK PERIOD, AND (3) ANALYZE THE AUDIO-TAPED INTERVIEWS AND THEIR TRANSCRIPTION FOR LINGUISTIC DATA. THE 3 INTERVIEWS WITH 14 STUDENTS CONSISTED OF (1) A GENERAL CONVERSATIONAL INTERVIEW SESSION WITH EACH STUDENT TO "GET TO KNOW" EACH OTHER, (2) A "PICTURE DESCRIPTION" TEST IN WHICH THEY WERE ASKED QUESTIONS ABOUT THE PICTURE, AND (3) A GENERAL TYPE CONVERSATION IN WHICH IT WAS ATTEMPTED TO ELICIT A SPONTANEOUS TYPE OF CONVERSATION. THESE INTERVIEWS WERE CONDUCTED TO ONE SIDE OF THE CENTER OF THE CLASSROOM. THE RESULTS INDICATED THAT CERTAIN WELL-DEFINED LINGUISTIC PROBLEMS EXIST IN THE USE OF ENGLISH BY CHICANO CHILDREN, THAT, BECAUSE OF ETHNOCENTRIC TENDENCIES BY MOST LANGUAGE RESEARCHERS AND TEACHERS, CHICANO CHILDREN SUFFER UNNECESSARILY IN THE CLASSROOM BECAUSE OF THEIR LANGUAGE DIFFICULTIES, THAT THEIR LANGUAGE AND CULTURE MUST BE HONORED, AND THAT THEIR EDUCATION SHOULD PROCEED FROM "WHERE THEY ARE" TO "WHERE THEIR ABILITIES WILL TAKE THEM." (NQ)

ACCESSION NUMBER: ED071795

PUBLICATION DATE: 72

TITLE: EVALUATION REPORT OF THE BILINGUAL EDUCATION PROGRAM. HARLANDALE INDEPENDENT SCHOOL DISTRICT, SAN MARCOS INDEPENDENT SCHOOL DISTRICT, SOUTHWEST TEXAS STATE UNIVERSITY. 1971-72.

PERSONAL AUTHOR: HARRISON, HELENE W.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *BILINGUAL EDUCATION; *ELEMENTARY GRADES; ENGLISH (SECOND LANGUAGE); *LANGUAGE DEVELOPMENT; *MEXICAN AMERICANS; PROGRAM EVALUATION; READING ABILITY; SOCIOECONOMIC BACKGROUND; STATISTICAL DATA; STUDENT TESTING; *TABLES (DATA); TEACHER AIDES

IDENTIFIER: *TEXAS

DESCRIPTIVE NOTE: 125P.

BILINGUAL CLASSES IN GRADES K-5 IN THE SAN MARCOS AND HARLANDALE (TEXAS) SCHOOL DISTRICTS COMPRISE THIS BILINGUAL EDUCATION PROGRAM. MOST OF THE PUPILS COME FROM SPANISH-SPEAKING HOMES WITH LOW SOCIOECONOMIC-EDUCATIONAL BACKGROUND; HOWEVER, A CERTAIN PROPORTION OF THE SAN MARCOS PUPILS ARE ANGLOS. PROGRAM OBJECTIVES INCLUDE PREVENTING EDUCATIONAL RETARDATION IN THE MEXICAN AMERICAN CHILD BY TEACHING HIM IN SPANISH WHILE COMPETENCE IN ENGLISH IS BEING DEVELOPED TO THE POINT WHERE IT IS SUFFICIENT TO CARRY THE EDUCATIONAL BURDEN, ENDOWING HIM WITH LITERACY IN 2 LANGUAGES, AND INSTILLING IN HIM KNOWLEDGE OF AND PRIDE IN HIS HERITAGE. OBJECTIVES FOR THE ANGLO CHILD INCLUDE BROADENING HIS OUTLOOK AND DEVELOPING IN HIM AN APPRECIATION OF MULTICULTURAL CONTRIBUTIONS TO OUR SOCIETY. THE EVALUATION DESIGN INCLUDES USE OF THE PEABODY PICTURE VOCABULARY TEST (SPANISH AND ENGLISH VERSION), THE METROPOLITAN ACHIEVEMENT TESTS, AND THE SPANISH SERIE INTERAMERICANA READING TESTS, AS WELL AS LOCAL TESTS OF BEHAVIORAL OBJECTIVES STATED IN THE CURRICULUM GUIDES. THE TEST RESULTS ARE PRESENTED IN TABULAR FORM. TEACHER AND TEACHER-AIDE EVALUATION MEASURES INCLUDE PRETESTS AND POSTTESTS FOR PRESERVICE AND INSERVICE TRAINING, VERBAL INTERACTION ANALYSES, AND RATING FORMS COMPLETED BY COORDINATORS, PRINCIPALS, AND TEACHERS. EIGHTEEN RECOMMENDATIONS ARE SPECIFIED AT THE END OF THIS REPORT. THE APPENDIX CONSISTS OF SAMPLES OF THE EVALUATION FORMS USED. RELATED DOCUMENTS ARE ED 023 503 AND ED 026 158. (NQ)

ACCESSION NUMBER: ED071800

PUBLICATION DATE: 72

TITLE: RIO GRANDE WETBACKS: MEXICAN MIGRANT WORKERS.

PERSONAL AUTHOR: NORQUEST, CARROL

DESCRIPTOR: ACCULTURATION; AGRICULTURE; *BOOKS; BRACERO PROGRAMS; *BRACEROS; CITIZENSHIP; *CULTURAL BACKGROUND; EMPLOYER EMPLOYEE RELATIONSHIP; EMPLOYMENT TRENDS; INDIVIDUAL CHARACTERISTICS; MEXICAN AMERICANS; *MEXICANS; RACIAL CHARACTERISTICS; *SEASONAL LABORERS

IDENTIFIER: *LOWER RIO GRANDE VALLEY; TEXAS

DESCRIPTIVE NOTE: 159P.

FARMERS IN THE LOWER RIO GRANDE VALLEY OF TEXAS SAW A RISE OF WETBACK LABOR IN THE 1930S AND 40S. THE WETBACK LABORERS WERE MEXICANS WHO HAD CROSSED THE RIO GRANDE AND WERE IN THE UNITED STATES ILLEGALLY TO WORK. CARROL NORQUEST, A FARMER IN THE LOWER RIO GRANDE VALLEY, EMPLOYED WETBACKS REGULARLY. IN THIS BOOK, MR. NORQUEST WRITES ABOUT THE WETBACKS HE EMPLOYED, ABOUT THEIR FAMILIES, AND, IN SOME CASES, ABOUT INCIDENTS TOLD TO HIM BY HIS NEIGHBORS. MOST OF THE STORIES DATE FROM THE PERIOD WHEN WETBACK LABOR AROSE; THEY ARE TRUE STORIES WHICH TELL ABOUT THESE PEOPLE AND THEIR HOPES, HEARTBREAKS, CUSTOMS, STRUGGLES WITH THE BORDER PATROL, FEELINGS, AMBITIONS, ENVIES, KINDNESSES, AND PLAIN MEANNESSES. THE DIALOGUE USED IS A DIRECT TRANSLATION FROM THE IDIOM OF THESE PEOPLE--THE TEX-MEX OF THE BORDER. (NQ)

AVAILABILITY: THE UNIVERSITY OF NEW MEXICO PRESS, ALBUQUERQUE, NEW MEXICO 87106 ($4.95)

DOCUMENT NOT AVAILABLE FROM EDRS

20

ACCESSION NUMBER: ED071903

PUBLICATION DATE: JUN 72

BEST COPY AVAILABLE

TITLE: EDUCATION OF THE SPANISH SPEAKING. HEARINGS BEFORE THE CIVIL RIGHTS OVERSIGHT SUBCOMMITTEE (SUBCOMMITTEE NO. 4) OF THE COMMITTEE ON THE JUDICIARY, HOUSE OF REPRESENTATIVES, NINETY-SECOND CONGRESS, SECOND SESSION ON REPORTS OF THE U.S. COMMISSION ON CIVIL RIGHTS. SERIAL NO. 35.

DESCRIPTOR: BILINGUAL EDUCATION; *CIVIL RIGHTS; COMMITTEES; EDUCATIONAL POLICY; *EQUAL EDUCATION; *MEXICAN AMERICANS; *MINORITY GROUP CHILDREN; PUBLIC SCHOOLS; *PUERTO RICANS; SECOND LANGUAGE LEARNING; SPANISH SPEAKING; TABLES (DATA)

IDENTIFIER: *UNITED STATES COMMISSION ON CIVIL RIGHTS

DESCRIPTIVE NOTE: 105P.

HEARINGS ON THE REPORTS OF THE U.S. COMMISSION ON CIVIL RIGHTS ON THE EDUCATION OF THE SPANISH-SPEAKING WERE HELD ON JUNE 8 AND 14, 1972. THE CIVIL RIGHTS COMMISSION DOCUMENTED IN ITS REPORTS THE EFFECTS OF EDUCATIONAL POLICIES WHICH HAVE SIMULTANEOUSLY FORCED ETHNIC ISOLATION AND ANGLO CONFORMITY UPON MEXICAN AMERICAN AND PUERTO RICAN STUDENTS. INCLUDED ARE TESTIMONIES BY MEMBERS OF THE CIVIL RIGHTS COMMISSION CONCERNING THE EDUCATION OF SPANISH-SPEAKING CHILDREN. SOME OF THE AREAS COVERED BY THE TESTIMONY FOLLOW: (1) CHICANO PUPILS ACHIEVE LESS WELL THAN ANGLO STUDENTS; (2) THE SCHOOL SYSTEMS OF THE SOUTHWEST HAVE NOT RECOGNIZED THE CULTURE AND THE TRADITION OF MEXICAN AMERICANS AND HAVE NOT ADOPTED POLICIES AND PRACTICES THAT WOULD ENABLE MEXICAN AMERICAN CHILDREN TO PARTICIPATE FULLY IN THE EDUCATIONAL PROCESS; (3) MORE THAN 400,000 CHICANO PUPILS THROUGHOUT THE SOUTHWEST ATTEND SCHOOLS IN PREDOMINANTLY MEXICAN AMERICAN DISTRICTS; (4) PUERTO RICAN CHILDREN CONSTITUTE A RELATIVELY LARGE MINORITY IN URBAN SCHOOL SYSTEMS PLAGUED BY RACIAL IMBALANCE, TIGHT BUDGETS, AND OUTMODED SCHOOL BUILDINGS IN THE NORTHEAST AND MIDWEST CITIES; AND (5) STATISTICAL EVIDENCE DEMONSTRATES THE FAILURE OF THE SCHOOLS IN THE SOUTHWEST TO REACH AND PROPERLY EDUCATE THE CHICANO STUDENT. RELATED DOCUMENTS ARE ED 052 849, ED 056 821, AND ED 062 069. (FF)

ACCESSION NUMBER: ED071809

PUBLICATION DATE: 72

TITLE: RACIAL-ETHNIC SURVEY: PUPILS AND EMPLOYEES. DIVISION OF EQUAL EDUCATIONAL OPPORTUNITIES, ARIZONA DEPARTMENT OF EDUCATION, SPRING 1972.

DESCRIPTOR: AMERICAN INDIANS; ANGLO AMERICANS; *ETHNIC DISTRIBUTION; *ETHNIC GROUPS; MEXICAN AMERICANS; NEGROES; *SCHOOL PERSONNEL; *STUDENTS; *SURVEYS

IDENTIFIER: *ARIZONA; ORIENTAL AMERICANS

DESCRIPTIVE NOTE: 73P.

DATA SUBMITTED BY ADMINISTRATORS OF INDIVIDUAL SCHOOLS AND SCHOOL DISTRICTS AND BY COUNTY SCHOOL SUPERINTENDENTS IN ARIZONA ARE PRESENTED IN THIS SURVEY. THE TARGET POPULATION OF THIS 1971-72 STUDY INCLUDED PUBLIC SCHOOL PUPILS IN KINDERGARTEN THROUGH GRADE 12, CERTIFIED EMPLOYEES, AND NONCERTIFIED EMPLOYEES. THE 6 RACIAL AND ETHNIC CATEGORIES IDENTIFIED WERE AS FOLLOWS: (1) SPANISH SURNAMED, (2) OTHER WHITE, (3) NEGRO, (4) ORIENTAL, (5) AMERICAN INDIAN, AND (6) OTHER NONWHITE. THIS SYSTEM WAS UTILIZED IN CATEGORIZING PUPILS AS WELL AS CERTIFIED AND NONCERTIFIED EMPLOYEES. INFORMATION ABOUT THE STUDENTS WAS TABULATED ACCORDING TO GRADE LEVEL AND A DISTRICT SUMMARY WAS PRESENTED FOR EACH COUNTY IN THE SURVEY. INFORMATION ABOUT THE EMPLOYEES WAS TABULATED ACCORDING TO JOB CATEGORY, AND A DISTRICT SUMMARY WAS PRESENTED FOR EACH COUNTY. A SYNOPSIS OF RACIAL-ETHNIC DISTRIBUTION WAS GIVEN FOR THE ENTIRE SURVEY POPULATION. (PS)

ACCESSION NUMBER: ED071813

PUBLICATION DATE: FEB 73

TITLE: A PRIMARY SELF-CONCEPT SCALE FOR SPANISH-SURNAMED CHILDREN, GRADES K-4.

PERSONAL AUTHOR: LEONETTI, ROBERT

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *CHILDREN; CULTURAL FACTORS; DOCTORAL THESES; *GROUP TESTS; *MEXICAN AMERICANS; *PRIMARY EDUCATION; *SELF CONCEPT; SOCIOECONOMIC INFLUENCES; STATISTICAL ANALYSIS; TABLES (DATA)

IDENTIFIER: *NEW MEXICO

DESCRIPTIVE NOTE: 87P.; DOCTOR'S DISSERTATION SUBMITTED TO NEW MEXICO STATE UNIVERSITY, LAS CRUCES, NEW MEXICO

THE PURPOSE OF THIS STUDY WAS TO DEVELOP A GROUP TEST OF SELF-CONCEPT WHICH IS ESPECIALLY APPLICABLE TO THE SPANISH-SURNAMED PRIMARY SCHOOL STUDENT. THE PILOT VERSION OF THIS INSTRUMENT, THE PRIMARY SELF-CONCEPT SCALE (PSCS), WAS DESIGNED TO MEASURE 5 ASPECTS OF SELF-CONCEPT WHICH WERE FELT TO BE RELEVANT TO SCHOOL SUCCESS: BEHAVIOR, INTELLECTUAL, PHYSICAL APPEARANCE, PEER RELATIONSHIPS, AND EMOTIONAL STATE. AFTER FACTOR ANALYSIS, HOWEVER, THE FACTORS IDENTIFIED WERE (1) AGGRESSIVENESS/COOPERATION, (2) INTELLECTUAL SELF, (3) PEER OSTRACISM/ACCEPTANCE, (4) HELPFULNESS, (5) PHYSIOLOGICAL SELF, AND (6) ADULT ACCEPTANCE/REJECTION. THE 2 ADDITIONAL FACTORS MEASURED IN THIS STUDY WERE EMOTIONAL SELF AND SUCCESS/NONSUCCESS. BOTH THE PRELIMINARY AND THE REVISED PSCS WERE ADMINISTERED TO 650 PRIMARY SCHOOL PUPILS IN NEW MEXICO. EMANATING FROM THE PSCS WAS THE THIRD REVISION, THE PRIMARY SELF-CONCEPT INVENTORY (PSCS). STUDIES CONCERNING THE FURTHER DEVELOPMENT AND REFINEMENT OF THE PSCI SHOULD INCLUDE SUBJECTS FROM A VARIETY OF AGE LEVELS, ETHNIC GROUPS, AND SOCIOECONOMIC LEVELS. FURTHER RESEARCH SHOULD ALSO ENTAIL THE DEVELOPMENT OF REMEDIATIONAL PROCEDURES CLOSELY RELATED TO PERFORMANCE ON THE PSCI. (HBS)

ACCESSION NUMBER: ED071314

PUBLICATION DATE: 28 JUL 72

TITLE: CHICANO EDUCATIONAL PRIORITIES: MONDONGO, HASH, OR POTPOURRI.

PERSONAL AUTHOR: CABRERA, Y. ARTURO

DESCRIPTOR: *ATTITUDES; *CHANGE AGENTS; CULTURAL AWARENESS; *CURRICULUM DEVELOPMENT; EDUCATIONAL INNOVATION; *EDUCATIONAL PROBLEMS; *MEXICAN AMERICANS

DESCRIPTIVE NOTE: 10P.; PAPER PRESENTED AT A WORKSHOP ON SOUTHWEST ETHNIC GROUPS: SOCIOPOLITICAL ENVIRONMENT AND EDUCATION, EL PASO, TEXAS, JULY 28, 1972

MIXED FEELINGS ABOUT THE STATE OF THE ART IN EDUCATION AND OVER THE PROPOSALS FOR THE EDUCATION OF MEXICAN AMERICANS ARE EXPRESSED. UNFORTUNATELY, THE MAJORITY OF COLLEGE FACULTY MAKE BUT FEW CHANGES, AND IT IS SUGGESTED THAT MORE CHANGE AND INNOVATION COME FROM THE PUBLIC SCHOOLS. EXPRESSIONS OF REVOLT AGAINST THE TRADITIONAL CURRICULUM HAVE NOT BROUGHT ABOUT SIGNIFICANT CHANGE. SO, THE MAJOR PROBLEM CONTINUES TO BE THE PERPETUATION OF A RIGID CURRICULUM; CONSEQUENTLY, SCHOOL PEOPLE ARE VIEWED WITH SUSPICION. FURTHER, STRONG DISAGREEMENT EXISTS OVER SPECIFICS IN MEXICAN AMERICAN CULTURE AND SPANISH LANGUAGE ELEMENTS WHICH MAY SERVE AS A BASIS FOR CURRICULUM CHANGE. AND THIS IS BLURRED BY THE LACK OF CLEAR OR AT LEAST ACCEPTABLE DESCRIPTIONS OF CHARACTERISTICS THAT HAVE APPLICATION ON A LARGER AND UNIVERSAL SCALE. GENERAL GUIDELINES ARE SUGGESTED FOR CURRICULUM CHANGES FOR THE EDUCATION OF MEXICAN AMERICAN GROUPS. (AUTHOR/NQ)

ACCESSION NUMBER: ED071922

PUBLICATION DATE: JUN 71

TITLE: RACIAL-ETHNIC DISTRIBUTION OF PUBLIC SCHOOLS: PUPILS AND EMPLOYEES. RACIAL-ETHNIC SURVEY, DIVISION OF EQUAL EDUCATIONAL OPPORTUNITIES, ARIZONA DEPARTMENT OF EDUCATION, 1970-71.

DESCRIPTOR: AMERICAN INDIANS; ANGLO AMERICANS; *ETHNIC DISTRIBUTION; *ETHNIC GROUPS; MEXICAN AMERICANS; NEGROES; *SCHOOL PERSONNEL; *STUDENTS; *SURVEYS

IDENTIFIER: *ARIZONA; ORIENTAL AMERICANS

DESCRIPTIVE NOTE: 96P.

DATA SUBMITTED BY ADMINISTRATORS OF INDIVIDUAL SCHOOLS AND SCHOOL DISTRICTS AND BY COUNTY SCHOOL SUPERINTENDENTS IN ARIZONA ARE PRESENTED IN THIS SURVEY. THE TARGET POPULATION OF THIS 1970-71 STUDY INCLUDED PUBLIC SCHOOL PUPILS IN KINDERGARTEN THROUGH GRADE 12, CERTIFIED EMPLOYEES, AND NONCERTIFIED EMPLOYEES. THE 6 RACIAL AND ETHNIC CATEGORIES IDENTIFIED WERE AS FOLLOWS: (1) SPANISH SURNAMED, (2) OTHER WHITE, (3) NEGRO, (4) ORIENTAL, (5) AMERICAN INDIAN, AND (6) OTHER NONWHITE. THIS SYSTEM WAS UTILIZED IN CATEGORIZING PUPILS AS WELL AS CERTIFIED AND NONCERTIFIED EMPLOYEES. INFORMATION ABOUT THE STUDENTS WAS TABULATED ACCORDING TO GRADE LEVEL AND A DISTRICT SUMMARY WAS PRESENTED FOR EACH COUNTY IN THE SURVEY. INFORMATION ABOUT THE EMPLOYEES WAS TABULATED ACCORDING TO JOB CATEGORY, AND A DISTRICT SUMMARY WAS PRESENTED FOR EACH COUNTY. A SYNOPSIS OF RACIAL-ETHNIC DISTRIBUTION WAS GIVEN FOR THE ENTIRE SURVEY POPULATION. (RS)

ACCESSION NUMBER: ED071840

PUBLICATION DATE: 10 MAY 72

TITLE: A SURVEY OF THE LITERATURE RELEVANT TO SPANISH-SURNAME RURAL YOUTH IN THE SOUTHWESTERN STATES. FINAL REPORT OF PHASE 1.

PERSONAL AUTHOR: BELDING, NANCYE; AND OTHERS

DESCRIPTOR: BILINGUAL EDUCATION; CAREER OPPORTUNITIES; CULTURAL ENVIRONMENT; ECONOMIC FACTORS; *EDUCATIONAL PROGRAMS; *MEXICAN AMERICANS; MIGRATION PATTERNS; *POPULATION TRENDS; RURAL URBAN DIFFERENCES; *RURAL YOUTH; SOCIAL ENVIRONMENT; *SPANISH AMERICAN LITERATURE

IDENTIFIER: *SOUTHWEST

DESCRIPTIVE NOTE: 73P.

THE OBJECTIVE OF THIS STUDY IS TO OPTIMIZE THE BENEFITS OF YOUTH PROJECTS FOR SPANISH-SURNAME RURAL YOUTH IN THE SOUTHWEST. A SEARCH OF THE LITERATURE PUBLISHED BETWEEN 1965 AND 1970 WHICH IS RELEVANT TO THE PROBLEMS OF SPANISH-SURNAME RURAL YOUTH IN THE SOUTHWEST IS INCLUDED. THE SURVEY POPULATION CONSISTS OF SPANISH-SURNAME YOUTH LIVING IN RURAL AREAS OF THE SOUTHWEST IN 1963-68. THE CHANGING ENVIRONMENT OF THESE YOUTH IS DESCRIBED IN TERMS OF POPULATION TRENDS, MOBILITY, SOCIAL AND CULTURAL ENVIRONMENT, ECONOMIC ENVIRONMENT, AND OUTMIGRATION. THE EDUCATIONAL SYSTEM OF THE RURAL SOUTHWEST, JOB OPPORTUNITIES, AND THE CHARACTERISTICS OF THE RURAL SPANISH-SURNAME YOUTH ARE ALSO DESCRIBED. MAJOR RECOMMENDATIONS FOR REVISIONS IN THE RURAL EDUCATIONAL SYSTEM INCLUDE IMPROVED TEACHER PREPARATION, THE USE OF SPANISH LITERATURE, SMALLER STUDENT-TEACHER RATIOS, EXPANDED COUNSELING SERVICES, MORE COMMUNITY INVOLVEMENT, AND ADDITIONAL SOCIAL SERVICES. (PS)

AVAILABILITY: U.S. DEPARTMENT OF COMMERCE, NATIONAL TECHNICAL INFORMATION SERVICE, SPRINGFIELD, VIRGINIA 22151 ($3.00 PAPERBACK; $0.95 MICROFILM)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED071968

PUBLICATION DATE: 71

TITLE: CUBAN HISTORY AND CULTURE, SOCIAL STUDIES: 6478.19.

PERSONAL AUTHOR: ALCHIN, DON D.

DESCRIPTOR: ACCULTURATION; ACTIVITY UNITS; ADJUSTMENT PROBLEMS; *AMERICAN HISTORY; BEHAVIORAL OBJECTIVES; CULTURAL AWARENESS; CULTURAL BACKGROUND; CURRICULUM GUIDES; HUMAN RELATIONS UNITS; IMMIGRANTS; JUNIOR HIGH SCHOOLS; LATIN AMERICAN CULTURE; *MINORITY GROUPS; *REFUGEES; RESOURCE GUIDES; *SOCIAL STUDIES UNITS; SPANISH AMERICANS; *SPANISH CULTURE

IDENTIFIER: CUBANS; FLORIDA; *QUINMESTER PROGRAM

DESCRIPTIVE NOTE: 103P.; AUTHORIZED COURSE OF INSTRUCTION FOR QUINMESTER PROGRAM

IN THIS ELECTIVE QUINMESTER COURSE CLUSTERING AROUND BEHAVIORAL STUDIES, JUNIOR HIGH STUDENTS STUDY CUBAN HERITAGE; CUBAN EVENTS LEADING UP TO THE MIGRATION TO THE U.S.; AND CUBAN-AMERICAN POPULATION AS IT NOW EXISTS IN THE U.S., INCLUDING REFUGEE PROBLEMS, CONTRIBUTIONS, AND THE FUTURE. THE FOCUS IS UPON HELPING TEACHERS AND STUDENTS UNDERSTAND AND VIEW THE CUBAN INFLUX IN MIAMI AS A UNIQUE SOCIAL PHENOMENON BY COMPARING SIMILARITIES BETWEEN PROBLEMS FACED BY EARLIER IMMIGRANTS TO AMERICA AND THOSE FACED BY MINORITY GROUPS SUCH AS TODAY'S CUBAN REFUGEES. THE COURSE CONTENT OUTLINE CONTAINS SEVEN PARTS: 1) THE NATURE AND SIGNIFICANCE OF THE CUBAN INFLUX; 2) A BRIEF SURVEY OF CUBAN CULTURE, GEOGRAPHY, AND HISTORY; 3) A STUDY OF AMERICA'S SPANISH HERITAGE; 4) THE PSYCHO-SOCIAL, ECONOMIC, LANGUAGE, EDUCATIONAL, AND CULTURAL PROBLEMS OF THE IMMIGRANTS; 5) CONTRIBUTIONS MADE BY CUBANS; 6) SIGNIFICANCE OF CULTURAL PLURALISM; AND 7) EXAMINATION OF HOW THE STUDY MIGHT AFFECT THE FUTURE RELATIONSHIPS OF CUBANS IN MIAMI, ALONG WITH SUGGESTIONS FOR BETTER HUMAN RELATIONS. THE FORMAT ARRANGEMENT IS IDENTICAL TO OTHER QUINMESTER COURSES WITH SECTIONS ON GOALS, CONTENT OUTLINE, OBJECTIVES, LEARNING ACTIVITIES, AND MATERIALS. (AUTHOR/SJM)

ACCESSION NUMBER: ED072164

PUBLICATION DATE: FEB 73

TITLE: MEETING INSTRUCTIONAL NEEDS OF CHICANO STUDENTS. NCRIEEO NEWSLETTER, VOLUME 3, NUMBER 3, FEBRUARY 1972.

PERSONAL AUTHOR: BALLESTEROS, DAVID

DESCRIPTOR: ADMISSION (SCHOOL); ADMISSION CRITERIA; BIAS; BILINGUAL EDUCATION; *EDUCATIONAL DIAGNOSIS; *EDUCATIONAL NEEDS; *EDUCATIONAL OPPORTUNITIES; EDUCATIONAL PLANNING; ELEMENTARY EDUCATION; HIGHER EDUCATION; *MEXICAN AMERICANS; PRESCHOOL EDUCATION; SECONDARY EDUCATION; *SPANISH SPEAKING; STUDENT PLACEMENT

DESCRIPTIVE NOTE: 10P.

THE BLACK AND BROWN MINORITIES WHICH CONSTITUTE ABOUT 16 PERCENT OF THE TOTAL U.S. POPULATION TODAY ARE DEMANDING EQUAL OPPORTUNITIES AND QUALITY EDUCATION. THE FACT THAT MORE AND MORE OF THESE STUDENTS ARE ATTENDING HIGH SCHOOLS AND COLLEGES WILL ACCELERATE THESE DEMANDS. THE DEMANDS ARE NOT ONLY TO REINFORCE THEIR OWN ETHNIC HERITAGE, BUT ALSO TO EDUCATE THE DOMINANT MAJORITY IN THE REALITIES OF A TRUE HISTORY; THAT IS, THROUGH ECONOMIC DEVELOPMENT AND LAND EXPANSION, THE UNITED STATES INHERITED A DIVERSE CITIZENRY WHOSE POTENTIALS AND CONTRIBUTIONS STILL REQUIRE RECOGNITION. ALL INSTITUTIONS, PARTICULARLY INSTITUTIONS OF HIGHER EDUCATION, CAN EITHER RE-EXAMINE TRADITIONAL WHITE ELITIST BELIEFS AND CREATE REAL AND EQUAL OPPORTUNITY, OR RISK THAT VIOLENCE WHICH INCREASINGLY HAS BECOME THE DOMINANT INSTRUMENT OF SOCIAL CHANGE. IN MEETING THE INSTRUCTIONAL NEEDS OF CHICANOS, BOTH IN THE PUBLIC SCHOOLS AND INSTITUTIONS OF HIGHER LEARNING, STANDARDS MUST BE REASSESSED REGARDING ACHIEVEMENT AND IQ TEST, ADMISSION AND ACADEMIC REQUIREMENTS, AND TEACHING COMPETENCIES FOR BOTH PRE- AND IN-SERVICE TEACHERS. WHAT IS NEEDED IS NOT FEWER STANDARDS BUT BETTER STANDARDS. TEACHERS--PARTICULARLY CULTURALLY DEFICIENT TEACHERS--NEED TRAINING TO WORK WITH LINGUISTICALLY AND CULTURALLY DISTINCT STUDENTS. (AUTHOR/JM)

ACCESSION NUMBER: ED072165

PUBLICATION DATE: JUN 72

TITLE: JUSTICE FOR CHILDREN.

PERSONAL AUTHOR: MONDALE, WALTER F.

DESCRIPTOR: AMERICAN INDIANS; BILINGUAL EDUCATION; *CHILDHOOD NEEDS; *DISADVANTAGED YOUTH; *EDUCATIONAL NEEDS; EDUCATIONAL OPPORTUNITIES; *HEALTH NEEDS; HOSPITALS; INSTITUTIONALIZED (PERSONS); MEXICAN AMERICANS; POLITICAL ISSUES; RACIAL DISCRIMINATION; SCHOOLS; SOCIAL DISCRIMINATION

IDENTIFIER: *WHITE HOUSE CONFERENCE ON CHILDREN OF 1970

DESCRIPTIVE NOTE: 36P.; COMMITTEE PRINT, SENATE SELECT COMMITTEE ON EQUAL EDUCATIONAL OPPORTUNITY

ON DECEMBER 9, 1970, SENATOR WALTER F. MONDALE ADDRESSED THE SENATE ON THIS NATION'S FAILURE TO MEET THE NEEDS OF ITS CHILDREN AND THE NEED TO IMPLEMENT THE RECOMMENDATIONS OF THE 1970 WHITE HOUSE CONFERENCE ON CHILDREN. SPEAKING A WEEK BEFORE THE FIRST MEETING OF THE 1970 CONFERENCE, HE REVIEWED A SERIES OF PRELIMINARY FORUM REPORTS WHICH CONTAIN A NUMBER OF CONSTRUCTIVE RECOMMENDATIONS, AS WELL AS A TRENCHANT, CRITICAL ANALYSIS OF PRESENT PROGRAMS AND INSTITUTIONS AFFECTING CHILDREN. AMONG THE ISSUES OVERLOOKED BY THESE REPORTS IS THE INSURANCE OF THE IMMEDIATE IMPLEMENTATION OF THE CONFERENCE'S RECOMMENDATIONS. THE DELEGATES ARE URGED TO INSIST THAT A REPRESENTATIVE GROUP FROM THE CONFERENCE BE FORMED TO CALL ON THE PRESIDENT PERSONALLY WHILE THE CONFERENCE IS STILL IN SESSION, AND SEEK HIS PUBLIC SUPPORT FOR IMPLEMENTATION. THEY SHOULD GET AN AGREEMENT FROM THIS ADMINISTRATION FOR IMMEDIATE FUNDING OF AN ACTION COMMITTEE, WITH AN OFFICE IN WASHINGTON AND STAFF PICKED BY THIS CONFERENCE, TO SPEAK UP FOR IMPLEMENTATION OF ITS FINDINGS; TO GET A CHILDREN'S ADVOCACY CENTER CREATED NOW, WITH MONEY, BEFORE LEAVING TOWN. THEY SHOULD LET THIS BE THE FIRST WHITE HOUSE CONFERENCE EVER TO FOCUS ON CREATING A LEGISLATIVE STRATEGY FOR IMPLEMENTING ITS FINDINGS. (AUTHOR/JM)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 ($0.20)

ACCESSION NUMBER: ED072301 **BEST COPY AVAILABLE**

PUBLICATION DATE: 71

TITLE: THE DEVELOPMENT OF A VOCATIONAL DECISION MAKING ENVIRONMENTAL CONSTRUCT SCALE FOR CHICANO HIGH SCHOOL STUDENTS. FINAL REPORT, PHASE V.

PERSONAL AUTHOR: SOLDAHL, THOMAS A.

DESCRIPTOR: CAREER CHOICE; COUNSELING EFFECTIVENESS; DECISION MAKING; DISADVANTAGED ENVIRONMENT; *ENVIRONMENTAL INFLUENCES; FAMILY INFLUENCE; *HIGH SCHOOL STUDENTS; *MEXICAN AMERICANS; PARENTAL BACKGROUND; PILOT PROJECTS; SELF CONCEPT; *SOCIOECONOMIC INFLUENCES; *VOCATIONAL COUNSELING

DESCRIPTIVE NOTE: 42P.

THIS PILOT PROJECT WAS DESIGNED TO ASSIST HIGH SCHOOL COUNSELORS WORKING WITH LOWER SOCIOECONOMIC SPANISH-SPEAKING STUDENTS TO DEVELOP MORE EFFECTIVE VOCATIONAL COUNSELING PROGRAMS BASED ON IDENTIFICATION OF THE ENVIRONMENTAL CONSTRUCTS THAT INFLUENCE VOCATIONAL DECISIONS OF MEXICAN-AMERICAN YOUTHS. DATA WERE COLLECTED FROM INTERVIEWS WITH SELECTED CHICANO HIGH SCHOOL SENIORS AND THEIR PARENTS IN THE OAKLAND, CALIFORNIA AREA. THE ENVIRONMENTAL CONSTRUCTS WERE BASED ON RESPONSES DEALING WITH VOCATIONAL DECISION MAKING BY STUDENTS AND THE INFLUENCE OF THEIR FAMILY MEMBERS. A MAJOR CONSTRUCT WAS THE ENVIRONMENTAL PRESS TO SUCCEED, MODIFIED BY THE BURDEN OF LOW SELF-ESTEEM INFLUENCED BY THE FAMILY BACKGROUND. THE STUDY EMPHASIZES THE NEED TO DEVELOP COUNSELING PROGRAMS FOR FAMILIES AND STUDENTS TO COORDINATE THEIR CAREER ASPIRATIONS WITH A REALISTIC CAREER EDUCATION PROGRAM. (MF)

ACCESSION NUMBER: ED072674

PUBLICATION DATE: 72

TITLE: NACI PARA ENSENARTE (I WAS BORN TO TEACH YOU).

PERSONAL AUTHOR: PORTO VAZQUEZ, JOSE; SILVERA ORTEGA, ALFONSO

DESCRIPTOR: BOOKS; *CARTOONS; *CHILDRENS BOOKS; *INSTRUCTIONAL MATERIALS; PUBLICATIONS; PUBLISHING INDUSTRY; *SPANISH SPEAKING; *TEXTBOOK PREPARATION; TEXTBOOKS

DESCRIPTIVE NOTE: 18P.

THIS BOOKLET USES CARTOON CHARACTERS TO DESCRIBE THE PROCESS OF CREATING TEXTBOOKS, BEGINNING WITH THE IDEA IN THE MIND OF THE AUTHOR TO THE POINT WHEN THE BOOK REACHES THE USER. THE BASIC PROCESSES IN BOOK PUBLICATION ARE CONSIDERED IN AN EFFORT TO FOSTER THE PROPER CARE OF AND INTEREST IN BOOKS. (VM)

ACCESSION NUMBER: ED072698

PUBLICATION DATE: 28 JUN 71

TITLE: CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS: BILINGUAL INSTRUCTION FOR SPANISH SPEAKING PUPILS.

PERSONAL AUTHOR: GLICK, TOBY; GONZALEZ, CASTOR

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; COGNITIVE DEVELOPMENT; *CONTENT ANALYSIS; CURRICULUM DESIGN; *EDUCATIONAL FINANCE; ELEMENTARY GRADES; ENGLISH; HIGH SCHOOL STUDENTS; JUNIOR HIGH SCHOOL STUDENTS; KINDERGARTEN CHILDREN; LEARNING THEORIES; *MEXICAN AMERICANS; PRESCHOOL CHILDREN; PROGRAM COSTS; *PROGRAM EVALUATION; SELF ESTEEM; SOCIOLINGUISTICS; SPANISH; STUDENT GROUPING; TUTORING

IDENTIFIER: CALIFORNIA; MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT; *PROJECT BEST

DESCRIPTIVE NOTE: 39P.

THIS CONTENT ANALYSIS SCHEDULE FOR THE BILINGUAL PROGRAM OF THE MARYSVILLE (CALIFORNIA) JOINT UNIFIED SCHOOL DISTRICT PRESENTS INFORMATION ON THE HISTORY, FUNDING, AND SCOPE OF THE PROJECT. INCLUDED ARE SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND DOMINANT LANGUAGES OF STUDENTS AND THEIR INTERACTION. INFORMATION IS PROVIDED ON STAFF SELECTION AND THE LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT IS MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT, AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL. INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING, TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT. THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES, THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF EVALUATION. ATTACHED ARE THE FOLLOWING MATERIALS: A QUESTIONNAIRE ON THE ATTITUDE OF PARENTS TOWARD BILINGUAL EDUCATION, A REPORT ON HOME VISITS WITHIN THE PROGRAM, AND A DESCRIPTION OF THE COURSE, "TEACHING THE BILINGUAL CHILD." (SK)

ACCESSION NUMBER: ED072701

PUBLICATION DATE: 30 JUN 71

TITLE: CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS: CATCH-UP.

PERSONAL AUTHOR: EHRLICH, ROSELYN S.; SHORE, MARIETTA SARAVIA

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; COGNITIVE DEVELOPMENT; *CONTENT ANALYSIS; CURRICULUM DESIGN; EDUCATIONAL FINANCE; ELEMENTARY GRADES; *ENGLISH; LEARNING THEORIES; *MEXICAN AMERICANS; PRESCHOOL CHILDREN; PROGRAM COSTS; PROGRAM EVALUATION; SELF ESTEEM; SOCIOLINGUISTICS; *SPANISH; STUDENT GROUPING; TUTORING

IDENTIFIER: *PROJECT BEST; TEXAS; ZAPATA COUNTY INDEPENDENT SCHOOL DISTRICT

DESCRIPTIVE NOTE: 23P.

THIS CONTENT ANALYSIS SCHEDULE FOR PROJECT CATCH-UP IN ZAPATA, TEXAS, PRESENTS INFORMATION ON THE HISTORY, FUNDING, AND SCOPE OF THE PROJECT. INCLUDED ARE SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND DOMINANT LANGUAGES OF STUDENTS AND THEIR INTERACTION. INFORMATION IS PROVIDED ON STAFF SELECTION AND THE LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT IS MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT, AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL. INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING, TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT. THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES, THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF EVALUATION. (SK)

ACCESSION NUMBER: ED072709

PUBLICATION DATE: FEB 72

TITLE: CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS: BILINGUALISM FOR CONCEPTUALIZATION OF LEARNING.

PERSONAL AUTHOR: EHRLICH, ALAN; SHORE, MARIETTA SARAVIA

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; COGNITIVE DEVELOPMENT; *CONTENT ANALYSIS; CURRICULUM DESIGN; EDUCATIONAL FINANCE; ELEMENTARY GRADES; ENGLISH; KINDERGARTEN CHILDREN; LEARNING THEORIES; *MEXICAN AMERICANS; *PROGRAM COSTS; *PROGRAM EVALUATION; SELF ESTEEM; SOCIOLINGUISTICS; SPANISH; STUDENT GROUPING; TUTORING

IDENTIFIER: LAREDO; *PROJECT BEST; TEXAS

DESCRIPTIVE NOTE: 30P.

THIS CONTENT ANALYSIS SCHEDULE FOR THE BILINGUAL PROGRAM OF LAREDO, TEXAS, PRESENTS INFORMATION ON THE HISTORY, FUNDING, AND SCOPE OF THE PROJECT. INCLUDED ARE SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND DOMINANT LANGUAGES OF STUDENTS AND THEIR INTERACTION. INFORMATION IS PROVIDED ON STAFF SELECTION AND THE LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT IS MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT, AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL. INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING, TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT. THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES, THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF EVALUATION. (SK)

ACCESSION NUMBER: ED072710

PUBLICATION DATE: 15 NOV 71

TITLE: CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS: PROGRAMA EN DOS LENGUAS.

PERSONAL AUTHOR: LUDANYI, R. P.; SHORE, MARIETTA SARAVIA

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; COGNITIVE DEVELOPMENT; *CONTENT ANALYSIS; CURRICULUM DESIGN; *EDUCATIONAL FINANCE; ELEMENTARY GRADES; ENGLISH; KINDERGARTEN CHILDREN; LEARNING THEORIES; *MEXICAN AMERICANS; PRESCHOOL CHILDREN; PROGRAM COSTS; *PROGRAM EVALUATION; SELF ESTEEM; SOCIOLINGUISTICS; SPANISH; STUDENT GROUPING; TUTORING

IDENTIFIER: FORT WORTH; *PROJECT BEST

DESCRIPTIVE NOTE: 49P.

THIS CONTENT ANALYSIS SCHEDULE FOR THE "PROGRAMA EN DOS LENGUAS" OF FORT WORTH, TEXAS, PRESENTS INFORMATION ON THE HISTORY, FUNDING, AND SCOPE OF THE PROJECT. INCLUDED ARE SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND DOMINANT LANGUAGES OF STUDENTS AND THEIR INTERACTION. INFORMATION IS PROVIDED ON STAFF SELECTION AND THE LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT IS MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT, AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL. INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING, TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT. THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES, THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF EVALUATION. INCLUDED IS A REPORT ON STAFF DEVELOPMENT AND SUGGESTIONS FOR STRENGTHENING THE PROGRAM. INFORMATION ON STAFF PATTERNS AND PERFORMANCE OBJECTIVES IS ALSO INCLUDED. (SK)

ACCESSION NUMBER: ED072711

PUBLICATION DATE: 20 MAY 72

TITLE: CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS: ESPANOLA BILINGUAL EDUCATION PROGRAM.

PERSONAL AUTHOR: HESS, RICHARD T.; SHORE, MARIETTA SARAVIA

DESCRIPTOR: *BICULTURALISM; *BILINGUAL EDUCATION; COGNITIVE DEVELOPMENT; *CONTENT ANALYSIS; CURRICULUM DESIGN; EDUCATIONAL FINANCE; ELEMENTARY GRADES; ENGLISH; LEARNING THEORIES; *MEXICAN AMERICANS; PROGRAM COSTS; *PROGRAM EVALUATION; SELF ESTEEM; SOCIOLINGUISTICS; SPANISH; STUDENT GROUPING; TUTORING

IDENTIFIER: ESPANOLA; ESPANOLA MUNICIPAL SCHOOLS; NEW MEXICO; *PROJECT BEST

DESCRIPTIVE NOTE: 51P.

THIS CONTENT ANALYSIS SCHEDULE FOR THE BILINGUAL EDUCATION PROGRAM OF ESPANOLA, NEW MEXICO, PRESENTS INFORMATION ON THE HISTORY, FUNDING, AND SCOPE OF THE PROJECT. INCLUDED ARE SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND DOMINANT LANGUAGES OF STUDENTS AND THEIR INTERACTION. INFORMATION IS PROVIDED ON STAFF SELECTION AND THE LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT IS MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT, AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL. INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING, TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT. THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES, THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF EVALUATION. ATTACHED TO THE SCHEDULE ARE PLANS FOR THE SECOND YEAR OF OPERATION, A REPORT ON PRE-SERVICE AND IN-SERVICE FOR BILINGUAL EDUCATION TEACHERS AND ADMINISTRATION STAFF DURING 1970-71, AND PERFORMANCE OBJECTIVES. ALSO INCLUDED IS INFORMATION ON COMMUNITY INVOLVEMENT. (SK)

ACCESSION NUMBER: ED072712

PUBLICATION DATE: 24 JUN 72

TITLE: CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS: BRENTWOOD BILINGUAL EDUCATION PROJECT.

PERSONAL AUTHOR: MACKELDUFF, ELEANOR; AND OTHERS

DESCRIPTOR: *BICULTURALISM; *BILINGUAL EDUCATION; COGNITIVE DEVELOPMENT; *CONTENT ANALYSIS; CURRICULUM DESIGN; *EDUCATIONAL FINANCE; ELEMENTARY GRADES; ENGLISH; JUNIOR HIGH SCHOOL STUDENTS; LEARNING THEORIES; *MEXICAN AMERICANS; PROGRAM COSTS; PROGRAM EVALUATION; SELF ESTEEM; SOCIOLINGUISTICS; SPANISH; STUDENT GROUPING; TUTORING

IDENTIFIER: BRENTWOOD UNION SCHOOL DISTRICT; CALIFORNIA; *PROJECT BEST

DESCRIPTIVE NOTE: 42P.

THIS CONTENT ANALYSIS SCHEDULE FOR THE BRENTWOOD BILINGUAL EDUCATION PROJECT OF BRENTWOOD, CALIFORNIA, PRESENTS INFORMATION ON THE HISTORY, FUNDING, AND SCOPE OF THE PROJECT. INCLUDED ARE SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND DOMINANT LANGUAGES OF STUDENTS AND THEIR INTERACTION. INFORMATION IS PROVIDED ON STAFF SELECTION AND THE LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT IS MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT, AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL. INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING, TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT. THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES, THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF EVALUATION. ATTACHED TO THE REPORT ARE A DESCRIPTION OF THE PROJECT AREA, A STATEMENT OF NEED, A LIST OF OBJECTIVES, AND A REPORT ON THE PARENTAL/COMMUNITY INVOLVEMENT. (SK)

ACCESSION NUMBER: ED072714

PUBLICATION DATE: 29 JUN 71

TITLE: CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS: HABLA-HELPING ADVANCE BILINGUAL LEARNING IN ABERNATHY.

PERSONAL AUTHOR: HESS, RICHARD T.; SHORE, MARIETTA SARAVIA

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; COGNITIVE DEVELOPMENT; *CONTENT ANALYSIS; CURRICULUM DESIGN; *EDUCATIONAL FINANCE; ELEMENTARY GRADES; ENGLISH; KINDERGARTEN CHILDREN; LEARNING THEORIES; *MEXICAN AMERICANS; PRESCHOOL CHILDREN; PROGRAM COSTS; PROGRAM EVALUATION; SELF ESTEEM; SOCIOLINGUISTICS; *SPANISH; STUDENT GROUPING; TUTORING

IDENTIFIER: ABERNATHY INDEPENDENT SCHOOL DISTRICT; *PROJECT BEST; TEXAS

DESCRIPTIVE NOTE: 49P.

THIS CONTENT ANALYSIS SCHEDULE FOR HABLA-HELPING ADVANCE BILINGUAL LEARNING IN ABERNATHY, TEXAS, PRESENTS INFORMATION ON THE HISTORY, FUNDING, AND SCOPE OF THE PROJECT. INCLUDED ARE SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND DOMINANT LANGUAGES OF STUDENTS AND THEIR INTERACTION. INFORMATION IS PROVIDED ON STAFF SELECTION AND THE LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT IS MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT, AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL. INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING, TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT. THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES, THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF EVALUATION. ATTACHED TO THE REPORT ARE AN OUTLINE OF THE BILINGUAL EDUCATION PROGRAM FOR 1971-72 AND ADDITIONAL INFORMATION ON COGNITIVE DEVELOPMENT. (SK)

ACCESSION NUMBER: ED072715

PUBLICATION DATE: 15 MAY 72

TITLE: CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS: COLLIER COUNTY BILINGUAL PROJECT.

PERSONAL AUTHOR: EHRLICH, ROSELIN S.; SHORE, MARIETTA SARAVIA

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; COGNITIVE DEVELOPMENT; *CONTENT ANALYSIS; CURRICULUM DESIGN; *EDUCATIONAL FINANCE; ELEMENTARY GRADES; ENGLISH; HIGH SCHOOL STUDENTS; JUNIOR HIGH SCHOOL STUDENTS; LEARNING THEORIES; *MEXICAN AMERICANS; PROGRAM COSTS; PROGRAM EVALUATION; SELF ESTEEM; SOCIOLINGUISTICS; *SPANISH; STUDENT GROUPING; TUTORING

IDENTIFIER: COLLIER COUNTY; FLORIDA; *PROJECT BEST

DESCRIPTIVE NOTE: 37P.

THIS CONTENT ANALYSIS SCHEDULE FOR THE COLLIER COUNTY BILINGUAL PROJECT OF NAPLES, FLORIDA, PRESENTS INFORMATION ON THE HISTORY, FUNDING, AND SCOPE OF THE PROJECT. INCLUDED ARE SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND DOMINANT LANGUAGES OF STUDENTS AND THEIR INTERACTION. INFORMATION IS PROVIDED ON STAFF SELECTION AND THE LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT IS MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT, AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL. INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING, TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT. THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES, THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF EVALUATION. ATTACHED TO THE REPORT IS A DESCRIPTION OF THE ACTIVITIES IN A SECOND GRADE SPANISH BILINGUAL CLASS. (SK)

ACCESSION NUMBER: ED072716

PUBLICATION DATE: JUN 72

TITLE: CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS: SANTA BARBARA COUNTY BILINGUAL PROJECT.

PERSONAL AUTHOR: HESS, RICHARD T.

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; COGNITIVE DEVELOPMENT; *CONTENT ANALYSIS; CURRICULUM DESIGN; EDUCATIONAL FINANCE; ELEMENTARY GRADES; *ENGLISH; KINDERGARTEN CHILDREN; LEARNING THEORIES; *MEXICAN AMERICANS; PROGRAM COSTS; PROGRAM EVALUATION; SELF ESTEEM; SOCIOLINGUISTICS; *SPANISH; STUDENT GROUPING; TUTORING

IDENTIFIER: CALIFORNIA; *PROJECT BEST; SANTA BARBARA

DESCRIPTIVE NOTE: 56P.

THIS CONTENT ANALYSIS SCHEDULE FOR SANTA BARBARA COUNTY BILINGUAL PROJECT PRESENTS INFORMATION ON THE HISTORY, FUNDING, AND SCOPE OF THE PROJECT. INCLUDED ARE SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND DOMINANT LANGUAGES OF STUDENTS AND THEIR INTERACTION. INFORMATION IS PROVIDED ON STAFF SELECTION AND THE LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT IS MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT, AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL. INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING, TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT. THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES, THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF EVALUATION. ATTACHED TO THE REPORT ARE ADDITIONAL INFORMATION ON THE TRAINING OF THE PROJECT AND SCHOOL STAFFS; MATERIALS SELECTED FOR USE IN THE INSTRUCTIONAL PROGRAM; AND THE COMMUNITY, DISTRICT ADVISORY COUNCIL, AND PARENT PROGRAMS. (SK)

ACCESSION NUMBER: ED072799

PUBLICATION DATE: 72

TITLE: SUPPLIERS OF SPANISH-LANGUAGE MATERIALS AND FILMS FOR SPANISH-SPEAKING AND SPANISH-CULTURE GROUPS.

DESCRIPTOR: CATALOGS; DIRECTORIES; *FILMS; FOREIGN LANGUAGE BOOKS; FOREIGN LANGUAGE FILMS; *LIBRARY MATERIALS; PUBLISHING INDUSTRY; *SPANISH AMERICANS; *SPANISH SPEAKING

DESCRIPTIVE NOTE: 22P.; (60 REFERENCES)

PUBLISHERS AND DISTRIBUTORS OF SPANISH-LANGUAGE MATERIALS ARE LISTED TO ASSIST LIBRARIANS INTERESTED IN OBTAINING SUCH ITEMS FOR THEIR COLLECTIONS. NEARLY FIFTY ENTRIES CONTAIN THE NAME, ADDRESS, AND SERVICES OF PUBLISHERS AND DISTRIBUTORS LOCATED IN MEXICO, PUERTO RICO, SPAIN, SOUTH AMERICA AND THE U. S. OVER SIXTH FILMS, CHOSEN FROM OVER 150 PREVIEWED, OF INTEREST TO LIBRARIANS AND COMMUNITY GROUPS WORKING WITH SPANISH-SPEAKING PERSONS ARE LISTED. INCLUDED ARE FILMS IN BOTH SPANISH AND ENGLISH. THE TITLE, COST, SOURCE AND A BRIEF DESCRIPTION ARE GIVEN FOR EACH ENTRY. (THESE TWO SEPARATE LISTINGS WERE PREPARED FOR THE LIBRARY MATERIALS FOR MINORITY GROUPS INSTITUTE AT QUEENS COLLEGE. AN EVALUATION OF THE INSTITUTE IS AVAILABLE AS LI 004 151.) (SJ)

ACCESSION NUMBER: ED072829

PUBLICATION DATE: JAN 73

TITLE: EVALUATION OF THE IMPACT, COSTS AND BENEFITS OF THE ALBUQUERQUE MODEL CITIES LIBRARY MATERIALS AND CULTURAL CENTERS. FINAL REPORT. VOLUME I AND II.

PERSONAL AUTHOR: ZINK, LEE B.; AND OTHERS

DESCRIPTOR: AMERICAN INDIANS; ANGLO AMERICANS; *DISADVANTAGED GROUPS; *LIBRARY PROGRAMS; *LIBRARY SERVICES; MEXICAN AMERICANS; NEGROES; SURVEYS; *USE STUDIES

IDENTIFIER: MNA; *MODEL NEIGHBORHOOD AREA; NEW MEXICO

DESCRIPTIVE NOTE: 192P.;(3 REFERENCES)

THE PURPOSE OF THIS STUDY WAS THE EXAMINATION OF THE ALBUQUERQUE MODEL CITIES LIBRARY MATERIALS AND CULTURAL CENTERS AND OF THEIR IMPACT UPON THE COMMUNITY THEY SERVE. THIS WAS NOT A TRADITIONAL COST/BENEFIT STUDY ALTHOUGH IT CONTAINS MANY OF THE ASPECTS OF SUCH AN ANALYSIS. THE AREA SERVED BY THE CENTERS IS AN AREA OF RELATIVELY POOR PERSONS OF PRIMARILY SPANISH AND/OR MEXICAN DESCENT WITH A FEW BLACKS, AMERICAN INDIANS AND "ANGLOS." THE STUDY WAS CONDUCTED IN THE FOLLOWING MANNER. FIRST, PERSONAL INTERVIEW SURVEYS WERE MADE OF A SAMPLE OF RESIDENTS OF THE POOR AREA (MNA) AND OF RESIDENTS OF A SIMILAR AREA WITHOUT SPECIAL LIBRARY SERVICES, AND OF A MIDDLE-INCOME AREA OF ALBUQUERQUE. RESULTS OF THESE THREE SETS OF SURVEYS WERE THEN COMPARED TO DISCOVER DIFFERENCES IN ATTITUDES OF PERSONS IN THE AREAS RELATING TO THEIR LIBRARY SERVICES. SOME NINE MONTHS LATER, A SIMILAR SURVEY WAS CONDUCTED AGAIN IN THE MNA TO DETERMINE IF DIFFERENCES HAD ARISEN OVER TIME. A MUCH SMALLER SURVEY WAS CONDUCTED ON THE LIBRARY PREMISES. THROUGHOUT THE ENTIRE PERIOD OF THE STUDY, THE OPERATIONS OF THE LIBRARY AND CULTURAL CENTERS WERE EXAMINED AND COSTS FOR VARIOUS FUNCTIONS WERE ALLOCATED. VOLUME II CONTAINS THE APPENDIX. (AUTHOR/NH)

ACCESSION NUMBER: ED072883

PUBLICATION DATE: SEP 72

TITLE: ETHNIC CHARACTERISTICS AS FACTORS IN SOCIAL MODELING.

PERSONAL AUTHOR: HOSFORD, RAY E.; DE VISSER, LOUIS A. J. M.

DESCRIPTOR: ANGLO AMERICANS; *COUNSELORS; CULTURAL FACTORS; DECISION MAKING; GRADE 8; *INTERACTION PROCESS ANALYSIS; *JUNIOR HIGH SCHOOL STUDENTS; MALES; *MEXICAN AMERICANS; RURAL AREAS; *SOCIAL INFLUENCES

DESCRIPTIVE NOTE: 248P.

THE PURPOSE OF THIS STUDY WAS TO INVESTIGATE THE INTERACTION EFFECTS BETWEEN ETHNIC CHARACTERISTICS (ANGLO AND CHICANO) OF SOCIAL MODELS AND COUNSELORS ON THE ACQUISITION AND PERFORMANCE OF MODELED BEHAVIORS BY MALE JUNIOR HIGH SCHOOL STUDENTS OF VARYING ETHNIC BACKGROUNDS. THE STUDY CONSISTED OF 76 EIGHTH GRADE MALES ENROLLED IN A SCHOOL IN FILLMORE, CALIFORNIA. THERE WERE 15 EXPERIMENTAL TREATMENT GROUPS WITH 4 SUBJECTS IN EACH AND 2 CONTROL GROUPS WITH 6 SUBJECTS IN EACH. THE COUNSELORS AND SUBJECTS COMPRISING THE VARIOUS GROUPS WERE CHOSEN TO ACHIEVE A PARTICULAR COMBINATION OF ETHNIC CHARACTERISTICS. TREATMENTS WERE REPEATED BY DIFFERENT COUNSELORS WHO WERE MALE GRADUATE STUDENTS IN COUNSELING PSYCHOLOGY. THE EXPERIMENTAL TREATMENT CONSISTED OF 3 COUNSELING INTERVIEWS DURING WHICH 4 VIDEOTAPE RECORDINGS DEMONSTRATING 4 DECISION-MAKING BEHAVIORS WERE PRESENTED. THE TREATMENT PROCEDURES WERE EVALUATED BY DETERMING (1) THE ACCURACY OF THE RECALL OF THE MODELED DECISION-MAKING AND ETHNIC CHARACTERISTICS AND (2) THE FREQUENCY AND VARIETY OF INFORMATION-SEEKING ACTIVITIES IN WHICH THE SUBJECTS ENGAGED. SOME OF THE FINDINGS WERE (1) THAT ANGLO AND CHICANO SOCIAL MODELS WERE EQUALLY EFFECTIVE IN PROMOTING IMITATIVE BEHAVIORS AMONG OBSERVERS OF EITHER ETHNIC BACKGROUND AND (2) THAT ANGLO AND CHICANO COUNSELORS WERE EQUALLY EFFECTIVE IN COUNSELING STUDENTS OF EITHER ETHNIC BACKGROUND. (NQ)

ACCESSION NUMBER: ED072888

PUBLICATION DATE: DEC 71

TITLE: THE ROLE OF FARM LABOR MARKET INSTITUTIONS IN THE LOWER RIO GRANDE VALLEY OF TEXAS.

PERSONAL AUTHOR: MILLER, PAUL B.

DESCRIPTOR: *AGRICULTURE; COMMUNITY INVOLVEMENT; *EMPLOYMENT PRACTICES; FAMILY INCOME; FARM LABOR; HEADS OF HOUSEHOLDS; HOUSING DEFICIENCIES; *LABOR MARKET; *MEXICAN AMERICANS; *MIGRANT WORKERS; SUBEMPLOYMENT; TABLES (DATA)

IDENTIFIER: LOWER RIO GRANDE VALLEY; TEXAS EMPLOYMENT COMMISSION

DESCRIPTIVE NOTE: 184P.

THE OBJECTIVES OF THIS PILOT STUDY WERE TO STUDY THE OPERATION OF THE FARM LABOR MARKET IN THE LOWER RIO GRANDE VALLEY OF TEXAS, TO ANALYZE THE FUNCTIONS OF THE LABOR MARKET INSTITUTIONS IN THE VALLEY, AND TO FORMULATE A SERIES OF POLICY RECOMMENDATIONS TO ASSIST IN RELIEVING THE SHORT AND LONG RUN PROBLEMS OF BOTH FARM WORKERS AND EMPLOYERS. INTERVIEWS WERE CONDUCTED WITH AREA RESIDENTS--COMMUNITY, GOVERNMENTAL, AGRICULTURAL, AND LABOR LEADERS; FARM OPERATORS; CREW LEADERS; PRIVATE LABOR RECRUITERS; AND FARM WORKER HOUSEHOLD HEADS. THE FINDINGS INDICATED THAT THE TEXAS EMPLOYMENT COMMISSION (TEC) TENDS TO BE USED PRIMARILY AS A LAST RESORT BY FARM WORKERS INTERVIEWED BECAUSE OF THE LOW PROBABILITY OF JOBS BEING AVAILABLE. EMPLOYERS ARE MORE LIKELY TO USE THE TEC PLACEMENT FACILITIES, MAINLY TO SATISFY PEAK SEASONAL LABOR REQUIREMENTS, THAN WERE WORKERS. MOST OF THE HOUSEHOLD HEADS MIGRATED OUT OF THE VALLEY AND, ON THE AVERAGE, WERE EMPLOYED 30 WEEKS, WERE UNEMPLOYED 13 WEEKS, AND WERE NOT IN THE LABOR FORCE 9 WEEKS IN 1968. ANNUAL EARNINGS OF HOUSEHOLD HEADS WAS $1,695, WHILE FAMILY INCOME AVERAGED $3,350, REFLECTING EARNINGS OF SEVERAL WAGE EARNERS. SOME RECOMMENDATIONS WERE TO IMPROVE THE SCHEDULING OF WORK FOR MIGRANTS, TO ELIMINATE OR CONTROL COMMUTERS, TO IMPROVE AGRICULTURAL EMPLOYMENT PRACTICES, AND TO ENCOURAGE PERMANENT MIGRATION OR RESETTLEMENT. (HBC)

ACCESSION NUMBER: ED072889 **BEST COPY AVAILABLE**

PUBLICATION DATE: 72

TITLE: REVIEW OF THE RURAL MANPOWER SERVICE, 1972.

DESCRIPTOR: CHILD LABOR LAWS; *DISCRIMINATORY ATTITUDES (SOCIAL); *EMPLOYMENT PRACTICES; *FEDERAL PROGRAMS; *FIELD STUDIES; FOREIGN WORKERS; HUMAN SERVICES; MEXICAN AMERICANS; *MIGRANT WORKERS; NEGROES; PESTICIDES; SANITARY FACILITIES; WAGES

IDENTIFIER: *RURAL MANPOWER SERVICE

DESCRIPTIVE NOTE: 157P.

IN RESPONSE TO A PUBLIC COMPLAINT FILED WITH THE SECRETARY OF LABOR ALLEGING DISCRIMINATORY PRACTICE BY THE RURAL MANPOWER SERVICE (RMS), AN INVESTIGATION OF THE CHARGES WAS CONDUCTED. THE PETITION WAS FILED ON BEHALF OF 16 ORGANIZATIONS AND 398 SPECIFICALLY NAMED INDIVIDUALS, AND IT ACCUSED THE RMS OF EXPLOITING MIGRANT FARM WORKERS. THE METHODOLOGY OF THE REVIEW INCLUDED AN INITIAL ANALYSIS OF THE ALLEGED PROBLEM, THE ACCUMULATION OF BACKGROUND INFORMATION, FIELD VISITS, AND THE ORGANIZATION AND ANALYSIS OF THE INFORMATION GATHERED. THE OVERALL FINDINGS AND CONCLUSIONS OF THE REVIEW IN THE INITIAL MAJOR SECTION ARE DIVIDED INTO 2 PARTS, DEALING WITH THE ROLE OF THE RMS AND THE ROLE OF WORKER ADVOCACY. THE FINDINGS ARE DISCUSSED BY TOPIC UNDER 3 SECTIONS: (1) ECONOMIC AND LEGAL CONDITION OF THE FARM WORKER, INCLUDING DISCRIMINATION, CERTIFICATION OF FOREIGN WORKERS, SOCIAL SECURITY, WAGES, CHILD LABOR, AND LABOR LAW ENFORCEMENT; (2) SERVICES TO WORKERS, INCLUDING REFERRAL CONTROL, JOB ORDER SPECIFICATIONS, EMPLOYMENT SERVICES TO WORKERS, CONFLICT OF INTEREST, FARM LABOR CONTRACTORS, STATISTICS AND STAFFING, AND DAY HAUL; AND (3) WORKING CONDITIONS, INCLUDING HOUSING, SAFETY AND PESTICIDES, FIELD SANITATION AND DRINKING WATER, AND TRANSPORTATION. GREEN CARD COMMUTERS AND ILLEGAL ALIENS ARE DISCUSSED IN THE 2 APPENDIXES. (HBC)

ACCESSION NUMBER: ED072892

PUBLICATION DATE: AUG 72

TITLE: A CHICANO PERSPECTIVE ON SOCIAL WORK CURRICULUM DEVELOPMENT. SOCIAL WORK EDUCATION FOR ECONOMICALLY DISADVANTAGED GROUPS IN TEXAS. AN OCCASIONAL PAPER OF THE CONSORTIUM OF TEXAS SCHOOLS OF SOCIAL WORK.

PERSONAL AUTHOR: SANCHEZ, RODOLFO B.

DESCRIPTOR: CHANGE AGENTS; COMMUNITY ROLE; *CURRICULUM DEVELOPMENT; *EDUCATIONAL PROBLEMS; HIGHER EDUCATION; *MEXICAN AMERICANS; *PROFESSIONAL EDUCATION; *SOCIAL WORK; STUDENT ROLE

DESCRIPTIVE NOTE: 21P.; PAPER PRESENTED AT A SOCIAL WORK WORKSHOP (HOUSTON, TEXAS, APRIL 13-14, 1972)

A SIGNIFICANT MEASURE OF THE GRADUAL PROGRESS IN RELATING SOCIAL WORK EDUCATION TO THE RACIAL AND ETHNIC COMMUNITIES IN THE UNITED STATES IS THE DEVELOPMENT OF ETHNIC CONTENT AND MATERIALS TO BE INCORPORATED INTO THE CURRICULUM OF SCHOOLS OF SOCIAL WORK. THE PROCESS OF INCORPORATING ETHNIC CURRICULUM CONTENT GENERATES THE PROCESS OF FURTHER DEVELOPMENT AND REFINEMENT OF ETHNIC CURRICULUM CONTENT. THUS, THE DEVELOPMENT OF SOCIAL WORK CURRICULUM IN RELATION TO SOCIAL WORK PRACTICE IN THE BARRIO SHOULD BE PERCEIVED AS A PROCESS IN WHICH CHICANO CONCERNS AND ASPIRATIONS ARE INSTITUTIONALIZED WITHIN THE SCHOOLS OF SOCIAL WORK. CHICANO STUDENTS AND FACULTY AND THE CHICANO COMMUNITY ARE THE MAJOR SOURCES FOR HELPING TO DEVELOP SUCH A CURRICULUM. IN ATTEMPTING TO SHOW AND CLARIFY THE OPPORTUNITIES FOR CONSTRUCTIVE CHANGE WHICH ARE NEEDED, 3 FACTORS ARE DISCUSSED: (1) THE PRESENT CONDITIONS OF CHICANO CURRICULUM DEVELOPMENT, (2) THE ANTICIPATED DIRECTIONS WHICH FUTURE CHICANO CURRICULUM DEVELOPMENT WILL TAKE, AND (3) THE METHODS AND PROCESSES WHICH ARE REQUIRED TO FACILITATE THESE ANTICIPATED DIRECTIONALITIES. (NQ)

ACCESSION NUMBER: ED072900

PUBLICATION DATE: 72

TITLE: THE CHICANO MIGRANT CHILD.

PERSONAL AUTHOR: ALFARO, MANUEL R., JR.; HAWKINS, HOMER C.

DESCRIPTOR: *BILINGUAL EDUCATION; COMMUNITY CHARACTERISTICS; *CULTURAL BACKGROUND; DROPOUT PREVENTION; *EDUCATIONALLY DISADVANTAGED; EDUCATIONAL PROBLEMS; ENGLISH (SECOND LANGUAGE); LANGUAGE HANDICAPS; LIVING STANDARDS; *MEXICAN AMERICANS; *MIGRANT CHILD EDUCATION; PRIMARY GRADES; SPANISH SPEAKING

DESCRIPTIVE NOTE: 11P.

THE PAPER DEALS WITH THE CULTURE AND BACKGROUND OF THE CHICANO MIGRANT CHILD AND WITH HIS FRUSTRATIONS AND CONFLICTS IN ENCOUNTERING THE ANGLO CULTURE AS REPRESENTED BY THE SCHOOL. IT IS POINTED OUT THAT THE CHICANO MIGRANT CHILD, WHOSE HOME BASE IS IN THE RIO GRANDE VALLEY, LIVES IN EITHER A BARRIO OR, IN SUMMER, A MIGRANT CAMP AND HAS LITTLE CONTACT WITH THE ANGLO CULTURE UNTIL HE ENTERS SCHOOL; THAT THE ONLY CONTACTS HIS PARENTS HAVE WITH THE ANGLO COMMUNITY ARE WITH THE FARMER, GROCER, GAS STATION ATTENDANT, AND CLERGYMAN; THAT UPON ENTERING SCHOOL, THE MIGRANT CHILD FINDS HIMSELF IN AN EDUCATIONAL ENVIRONMENT WHICH IS TOTALLY FOREIGN TO HIM; AND THAT AFTER BEING UNABLE TO LEARN BECAUSE OF HIS INABILITY TO UNDERSTAND ENGLISH, THE CHICANO MIGRANT CHILD USUALLY DOES NOT RETURN TO SCHOOL. SUGGESTIONS TO CORRECT THE PROBLEM AND TO PROVIDE THE CHILD WITH AN EQUAL LEARNING OPPORTUNITY INCLUDE (1) THAT TEACHERS OF SPANISH-SPEAKING CHILDREN MUST UNDERSTAND THE MIGRANT CHILD, HIS CULTURE, AND HIS PROBLEMS; (2) THAT ENGLISH MUST BE TAUGHT AS A SECOND LANGUAGE; (3) THAT UNTIL THE CHILD SPEAKS ENGLISH, HE SHOULD BE TAUGHT IN SPANISH; AND (4) THAT THE TEACHER MUST SHOW THE CHILD THAT SOMEONE CARES AND WANTS HIM TO LEARN, THUS ENGENDERING IN THE CHILD A DESIRE TO LEARN. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (FF)

ACCESSION NUMBER: ED072902

PUBLICATION DATE: 72

TITLE: THE POOR IN 1970: A CHARTBOOK.

PERSONAL AUTHOR: RYSCAVAGE, PAUL M.

DESCRIPTOR: *CENSUS FIGURES; CHARTS; *DEMOGRAPHY; *ECONOMIC DISADVANTAGEMENT; ETHNIC DISTRIBUTION; GOVERNMENT PUBLICATIONS; HEADS OF HOUSEHOLDS; *LOW INCOME GROUPS; MEXICAN AMERICANS; NEGROES; POVERTY RESEARCH; *RURAL URBAN DIFFERENCES; STATISTICAL STUDIES; TABLES (DATA)

DESCRIPTIVE NOTE: 64P.

THE ANALYSES IN THIS PRESENTATION BOOK, PREPARED BY THE POLICY RESEARCH DIVISION OF THE OFFICE OF PLANNING, RESEARCH, AND EVALUATION, OFFICE OF ECONOMIC OPPORTUNITY, REFLECT POVERTY STATISTICS BASED ON DATA FROM THE CURRENT POPULATION SURVEY OF THE BUREAU OF THE CENSUS. THESE STATISTICS REFLECT INCOMES OF FAMILIES AND INDIVIDUALS WHICH FALL BELOW SPECIFIED INCOME LEVELS OR POVERTY LINES. THESE LINES ARE ADJUSTED TO TAKE ACCOUNT OF SUCH FACTORS AS FAMILY SIZE, SEX AND AGE OF THE FAMILY HEAD, NUMBER OF CHILDREN, AND FARM-NONFARM RESIDENCE. EACH YEAR ALL POVERTY LINES ARE ADJUSTED BY THE CONSUMER PRICE INDEX SO AS TO REFLECT CHANGES IN THE COST OF LIVING. THE POVERTY INFORMATION CONTAINED IN THIS BOOK IS PRESENTED IN 28 TABLES AND ACCOMPANYING CHARTS WHICH ARE SUBDIVIDED UNDER THE FOLLOWING HEADINGS: (1) WHO ARE THE POOR? (2) SOME SELECTED CHARACTERISTICS OF THE POOR; (3) FREQUENTLY MENTIONED POVERTY GROUPS; (4) THE INCREASE IN THE POVERTY POPULATION BETWEEN 1969 AND 1970; AND (5) TRENDS IN THE POVERTY POPULATION OVER THE PAST DECADE. (HBC)

ACCESSION NUMBER: ED072905

PUBLICATION DATE: 17 NOV 72

TITLE: MEXICAN AMERICAN AND ANGLO PERCEPTIONS OF A UNIVERSITY ENVIRONMENT.

PERSONAL AUTHOR: MURRAY, WAYNE R.; PETTIBONE, TIMOTHY J.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *ANGLO AMERICANS; COLLEGE STUDENTS; COMMUNITY; *ENVIRONMENT; *MEXICAN AMERICANS; PERCEPTION; *PSYCHOLOGICAL TESTS; *UNIVERSITIES

DESCRIPTIVE NOTE: 8P.; PAPER PRESENTED AT THE ROCKY MOUNTAIN EDUCATIONAL RESEARCH ASSOCIATION MEETINGS, LAS CRUCES, NEW MEXICO, NOVEMBER 16-17, 1972

MEXICAN AMERICAN AND ANGLO PERCEPTIONS OF A SOUTHWESTERN UNIVERSITY ENVIRONMENT WERE COMPARED USING THE COLLEGE AND UNIVERSITY ENVIRONMENT SCALES. THE INSTRUMENT WAS USED AS A PSYCHOLOGICAL TEST RATHER THAN A GROUP CONSENSUS INSTRUMENT. CONSTRUCT VALIDITY WAS MAINTAINED USING FACTOR ANALYSIS TO DETERMINE THE MOST MEANINGFUL ITEMS FOR THE SAMPLE OF 322 STUDENTS. OF THE ORIGINAL 160 ITEMS, 38 WERE USED TO COMPARE THE GROUPS ON 4 ENVIRONMENTAL DIMENSIONS. FACTOR SCORES WERE THEN USED WITH A 2-WAY ANALYSIS OF VARIANCE TO COMPARE THE GROUPS. SEX DIFFERENCES WERE FOUND ON THE COMMUNITY AND AWARENESS SCALES AND AN ETHNICITY DIFFERENCE WAS FOUND ON THE SCHOLARSHIP DIMENSION. A RELATED DOCUMENT IS ED 065 208. (AUTHOR/RS)

ACCESSION NUMBER: ED073089

PUBLICATION DATE: DEC 70

TITLE: THE VALUE OF TEACHERS IN TEACHING.

PERSONAL AUTHOR: HANUSHEK, ERIC

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; CLASSROOM ENVIRONMENT; *ELEMENTARY SCHOOL ROLE; MEXICAN AMERICANS; MINORITY GROUP CHILDREN; *SOCIOECONOMIC INFLUENCES; *TEACHER INFLUENCE; *TEACHER ROLE

DESCRIPTIVE NOTE: 51P.

THIS REPORT EXAMINED THE IMPACT OF TEACHERS AND OTHER SCHOOL RELATED FACTORS ON EDUCATIONAL ACHIEVEMENT IN ONE SOUTHERN CALIFORNIA SCHOOL DISTRICT. THESE SCHOOL RELATED FACTORS INCLUDED (A) FAMILY LIFE, AS MEASURED BY SIZE, STRUCTURE AND FATHER'S OCCUPATION, (B) PEER GROUPS, (C) STUDENT'S INNATE ABILITIES, AND (D) SCHOOL ITSELF. PROTOCOLS WERE GATHERED ON 1,061 THIRD GRADE STUDENTS, INCLUDING STANFORD ACHIEVEMENT TEST SCORES AND INFORMATION ON FAMILY BACKGROUND FROM FIRST THROUGH THIRD GRADES. THE FOLLOWING FOUR SAMPLES WERE CONSTRUCTED FOR THE STUDENT POPULATION: WHITE, FATHER'S OCCUPATION MANUAL; WHITE, NONMANUAL OCCUPATION; WHITE TOTAL; AND MEXICAN AMERICAN, MANUAL OCCUPATION. PROTOCOLS WERE GATHERED ON TEACHERS IN GRADES ONE THROUGH THREE, INCLUDING INFORMATION FROM QUESTIONNAIRES ON TEACHER ATTITUDES AND BACKGROUND AND SCORES ON VERBAL FACILITY TESTS. THE RESULTS WERE PRESENTED STATISTICALLY IN FIVE TABLES. THREE INCLUSIONS WERE APPARENT: (A) TEACHING EXPERIENCE AND GRADUATE EDUCATION DID NOT CONTRIBUTE TO STUDENT ACHIEVEMENT; (B) DIFFERENT TEACHERS AND CLASSROOM COMPOSITION HAD NO EFFECT ON THE ACHIEVEMENT LEVEL OF MEXICAN AMERICAN STUDENTS; (C) DIFFERENCES IN TEACHERS AND CLASSROOMS DID EFFECT THE ACHIEVEMENT OF WHITE STUDENTS, REGARDLESS OF SOCIOECONOMIC STATUS. THE APPENDIXES PRESENTED THE TEACHER QUESTIONNAIRE, STUDENT INFORMATION, AND THE CHARACTERISTICS OF TEACHERS AND CLASSROOMS. (BRB)

ACCESSION NUMBER: ED073193

BEST COPY AVAILABLE

PUBLICATION DATE: 72

TITLE: EDUCATION AND RACE: AN ANALYSIS OF THE EDUCATIONAL PRODUCTION PROCESS.

PERSONAL AUTHOR: HANUSHEK, ERIC A.

DESCRIPTOR: EDUCATIONAL FINANCE; EDUCATIONAL NEEDS; *EDUCATIONAL POLICY; *EDUCATIONAL PROBLEMS; ELEMENTARY SCHOOLS; *INPUT OUTPUT ANALYSIS; MEXICAN AMERICANS; *MINORITY GROUPS; MODELS; POLICY FORMATION; SCHOOL INTEGRATION; SURVEYS; *SYSTEMS APPROACH; URBAN EDUCATION

IDENTIFIER: NORTHERN STATES

DESCRIPTIVE NOTE: 176P.

CHAPTER ONE OF THIS STUDY OF THE EDUCATION OF MINORITIES IN THE UNITED STATES DELINEATES THE PAST RECORD OF THE EDUCATIONAL SYSTEM IN EQUATING THE EDUCATIONAL LEVELS OF WHITES AND MINORITIES. IT ALSO SETS THE BACKGROUND OF THE EDUCATIONAL SYSTEM IN TERMS OF THE DYNAMICS OF URBAN AREAS AND THE FINANCIAL PROBLEMS FACED BY SCHOOL SYSTEMS. WITHIN CHAPTER TWO, THE BASIC CONCEPTS OF PRODUCTION RELATIONSHIPS FOR EDUCATION ARE DESCRIBED. SUCH INPUT-OUTPUT RELATIONSHIPS PROVIDE A BASIC METHOD FOR ORGANIZING WHAT WE KNOW ABOUT THE EDUCATIONAL PROCESS. FROM A PRODUCTION FUNCTION, IT IS POSSIBLE TO MAKE DECISIONS ABOUT EDUCATIONAL POLICY. THIS CHAPTER BOTH DESCRIBES THE DECISION RULES WHICH ADMINISTRATORS SHOULD USE AND PRESENTS A CONCEPTUAL MODEL OF THE EDUCATIONAL PROCESS. CHAPTERS THREE THROUGH FIVE ILLUSTRATE HOW DATA FROM THE PAST OPERATIONS OF THE SCHOOL SYSTEM CAN BE USED TO GAIN INSIGHTS INTO THE EDUCATIONAL PROCESS. STATISTICAL MODELS REPRESENTING THE EDUCATIONAL PROCESS IN ELEMENTARY SCHOOLS ARE DEVELOPED. CHAPTER SIX LOOKS INTO THE QUESTION OF SCHOOL DESEGREGATION IN SOME DETAIL. THE IMPLICATIONS OF RACIAL AND ETHNIC COMPOSITION IN EARLIER CHAPTERS ARE RELATED TO CURRENT DISCUSSIONS OF THE EDUCATIONAL VALUE OF DESEGREGATION. FINALLY, AN ATTEMPT IS MADE IN CHAPTER SEVEN TO OUTLINE HOW SUCH AN ANALYSIS PROVIDES INPUTS TO THE EDUCATIONAL DECISION MAKER. (AUTHOR/JM)

AVAILABILITY: D.C. HEATH & CO., 285 COLUMBUS AVENUE, BOSTON, MASS. 02116 ($10.00)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED073200

PUBLICATION DATE: 72

TITLE: ETHNIC AND MINORITY STUDIES REVIEW. VOLUME 1, NUMBER 1.

PERSONAL AUTHOR: LEDERER, NORMAN, ED.; COPPS, JANE, ED.

DESCRIPTOR: AMERICAN HISTORY; AMERICAN INDIANS; CURRICULUM DEVELOPMENT; *ETHNIC STUDIES; IMMIGRANTS; INDUSTRY; *LITERATURE REVIEWS; MEXICAN AMERICANS; *MINORITY GROUPS; NEGRO HISTORY; RACIAL DISCRIMINATION; RACISM; SLAVERY; *SOCIAL SCIENCES; *UNITED STATES HISTORY

DESCRIPTIVE NOTE: 68P.

THIS DOCUMENT IS THE FIRST ISSUE OF THE UNIVERSITY OF WISCONSIN SYSTEM "ETHNIC AND MINORITY STUDIES REVIEW," WHICH REPRESENTS AN EFFORT TO BRING TO THE ATTENTION OF THE PEOPLE OF WISCONSIN AND ELSEWHERE AN AWARENESS OF THE WORK THAT IS BEING DONE IN THE AREA OF ETHNIC AND MINORITY AND WOMEN'S STUDIES, ESPECIALLY WITHIN WISCONSIN, ALONG WITH REVIEWS OF BOOKS DEALING WITH THESE SUBJECTS TO AID FACULTY AND LAYPERSONS IN THEIR EFFORTS TO KEEP ABREAST OF THE MULTITUDE OF PUBLICATIONS IN THESE STUDIES. CONTENTS INCLUDE THE FOLLOWING ARTICLES: "THE ANGRY CHICANO," A.R. SUNSERI; "IMMIGRANT STUDIES AT OSHKOSH," A.W. ANDERSEN; "A MULTIDISCIPLINARY APPROACH TO ETHNIC AND MINORITY STUDIES," D. MARTIN; "RECENT WORKS IN NATIVE AMERICAN STUDIES: A REVIEW ESSAY," G. SIEBER; "RACIAL POLICIES IN AMERICAN INDUSTRY: A REVIEW ESSAY," J.D. NORRIS; AND "EIGHTEENTH CENTURY SLAVERY IN THE BRITISH COLONIES: A REVIEW ESSAY," W.M. WIECEK. TWENTY BOOKS ARE REVIEWED, DEALING WITH SUCH TOPICS AS THE LIFE OF HENRY WILSON, THE ORATORY OF TWENTIETH CENTURY NEGRO LEADERS, THE MARYLAND GERMANS, THE DIARY OF WILLIAM JOHNSON, LETTERS FROM NEGRO SOLDIERS, 1898-1902, SCIENTIFIC ATTITUDES OF RACIAL INFERIORITY, 1859-1900, RACISM IN CALIFORNIA, THE ABOLITIONIST TRADITION, THE DEMOGRAPHY OF BOSTON, 1830-1860, THE GERMANS OF NEBRASKA, AND OTHER TOPICS. (AUTHOR/JM)

JOURNAL CITATION: ETHNIC AND MINORITY STUDIES REVIEW; V1 N1 FALL-WIN 1972-1973

ACCESSION NUMBER: ED073210

PUBLICATION DATE: 2 SEP 72

TITLE: ACHIEVEMENT-MOTIVATION PATTERNS AMONG LOW-INCOME ANGLO-AMERICAN, MEXICAN-AMERICAN, AND NEGRO YOUTH.

PERSONAL AUTHOR: MECH, EDMUND V.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; ACADEMIC ASPIRATION; ACHIEVEMENT NEED; ACHIEVEMENT TESTS; *CAUCASIAN STUDENTS; EDUCATIONAL DIAGNOSIS; ETHNIC GROUPS; LOW INCOME; *MEXICAN AMERICANS; MINORITY GROUPS; *NEGRO STUDENTS; *SECONDARY SCHOOL STUDENTS; STUDENT ATTITUDES; *STUDENT MOTIVATION; WELFARE RECIPIENTS

DESCRIPTIVE NOTE: 7P.; PAPER PRESENTED AT THE AMERICAN PSYCHOLOGICAL ASSOCIATION ANNUAL MEETING, HONOLULU, HAWAII, SEPTEMBER 2, 1972

THIS PROJECT WAS DESIGNED TO STUDY THE RELATIONSHIP BETWEEN ETHNIC-RACIAL FACTORS AND PATTERNS OF ACHIEVEMENT MOTIVATION IN MALES RAISED IN LOW-INCOME FAMILIES. ANGLO-AMERICANS, MEXICAN-AMERICANS, AND NEGRO AMERICANS HAVE BEEN DEPICTED AS POSSESSING ACHIEVEMENT-ORIENTATION STYLES THAT ARE CHARACTERISTIALLY DIFFERENT FROM ONE ANOTHER. THE SUBJECTS WERE 605 MALES AGED 13 TO 16. OF THIS NUMBER, 425 WERE LIVING IN WELFARE FAMILIES, AND THE BALANCE WERE NONWELFARE. DATA COLLECTION WAS CONDUCTED WITH SUBJECTS INDIVIDUALLY. INTERVIEWERS WERE MALE COLLEGE GRADUATES IN THEIR MIDTWENTIES, AND ASSIGNED TO SUBJECTS ON THE BASIS OF ETHNIC-RACIAL MATCHING. OF NECESSITY, MEXICAN-AMERICAN INTERVIEWERS WERE BILINGUAL. INDEXES UTILIZED WERE (A) LEVEL OF ASPIRATION; (B) THEMATIC-APPERCEPTION TEST; (C) EDWARDS PERSONAL PREFERENCE SCALE; (D) PERFORMANCE INVENTORY; (E) ACHIEVEMENT TESTS; AND, (F) GRADE-POINT-AVERAGE. COMPARED WITH ANGLO-AMERICAN AND MEXICAN-AMERICAN SUBJECTS, NEGRO SUBJECTS RANKED HIGH ON INTERVIEW MEASURES OF ACHIEVEMENT MOTIVATION BUT SCORED LOW ON MEASURES OF ACHIEVEMENT PERFORMANCE IN SCHOOL SITUATIONS. IN CONTRAST, MEXICAN-AMERICAN SUBJECTS DID SIGNIFICANTLY LESS WELL ON INTERVIEW MEASURES OF ACHIEVEMENT ORIENTATION BUT EXCEEDED NEGRO AND WHITE SUBJECTS IN SCHOOL PERFORMANCE AS MEASURED BY GRADE-POINT AVERAGE. (AUTHOR/JM)

ACCESSION NUMBER: ED073480

PUBLICATION DATE: 30 NOV 72

TITLE: LINGUISTIC DEVELOPMENT AMONG MEXICAN-AMERICAN AND ANGLO PRIMARY STUDENTS IN THE PUBLIC SCHOOLS. FINAL REPORT.

PERSONAL AUTHOR: KNIEF, LOTUS M.

DESCRIPTOR: ATTENTION SPAN; CONVENTIONAL INSTRUCTION; GRADE 1; GRADE 2; *INSTRUCTIONAL MATERIALS; INTELLIGENCE FACTORS; *LANGUAGE ARTS; *LANGUAGE DEVELOPMENT; LANGUAGE SKILLS; MEXICAN AMERICANS; PERCEPTUAL DEVELOPMENT; *READING INSTRUCTION; READING MATERIALS; READING SKILLS; *TEACHING METHODS; VISUAL PERCEPTION

DESCRIPTIVE NOTE: 52P.

AS A RESULT OF THE INTEREST IN VARIABLES AFFECTING LANGUAGE DEVELOPMENT, AND BECAUSE OF CONCERN WITH DISADVANTAGED GROUPS, THIS STUDY, INVOLVING 134 FIRST AND SECOND GRADE MEXICAN-AMERICAN AND ANGLO STUDENTS, INVESTIGATED FIVE QUESTIONS: (1) IS LANGUAGE DEVELOPMENT AFFECTED BY HIGH STRUCTURED INSTRUCTIONAL MATERIALS AND PROCEDURES WHICH TEACH SPECIFIC SKILLS? (2) DOES TRAINING IN THE SPEED OF PERCEPTION AND OCULOMOTOR CONTROL AID IN LANGUAGE DEVELOPMENT? (3) IS THE TRADITIONAL LANGUAGE ARTS PROGRAM ADEQUATE FOR LANGUAGE DEVELOPMENT? (4) DO ATTENTION AND INTELLIGENCE AFFECT LANGUAGE DEVELOPMENT AND ARE THERE INTERACTION EFFECTS AMONG THESE VARIABLES AND DIFFERING INSTRUCTIONAL METHODS? AND (5) ARE THERE ANY DIFFERENCES IN LANGUAGE DEVELOPMENT AMONG MEXICAN-AMERICAN STUDENTS EXPOSED TO DIFFERENT INSTRUCTIONAL METHODS? RESULTS INDICATED SIGNIFICANTLY HIGHER READING MEANS FOR BOTH FIRST GRADE EXPERIMENTAL GROUPS THAN FOR CONTROLS; VISUAL PERCEPTION DID NOT AFFECT READING PERFORMANCE; SIGNIFICANT DIFFERENCES WERE FOUND ONLY AT GRADE ONE AMONG MEXICAN-AMERICAN STUDENTS; AND NO SIGNIFICANT GROUP DIFFERENCES ON ANY VARIABLES EXISTED AMONG SECOND GRADE GROUPS. (HS)

ACCESSION NUMBER: ED073831

PUBLICATION DATE: APR 72

TITLE: ASSESSING BILINGUAL LANGUAGE ABILITY IN THE MEXICAN-AMERICAN PRESCHOOL CHILD.

PERSONAL AUTHOR: STEINER, VIOLETTE G.; ZIMMERMAN, IRLA LEE

DESCRIPTOR: *BILINGUAL EDUCATION; BILINGUAL STUDENTS; LANGUAGE ABILITY; LANGUAGE DEVELOPMENT; *LANGUAGE PROFICIENCY; *MEXICAN AMERICANS; *PRESCHOOL CHILDREN; PRESCHOOL EDUCATION; *PRESCHOOL PROGRAMS; TECHNICAL REPORTS

IDENTIFIER: PRESCHOOL LANGUAGE SCALE

DESCRIPTIVE NOTE: 6P.; PAPER PRESENTED AT THE ANNUAL CONVENTION OF THE WESTERN PSYCHOLOGICAL ASSOCIATION (PORTLAND, OREGON, APRIL 26-29, 1972)

THE CURRENT EMPHASIS ON "TEACHING IN THE LANGUAGE OF THE CHILD" HAS LED TO A DEMAND FOR BILINGUAL PROGRAMS IN MEXICAN-AMERICAN COMMUNITIES. NINETY PRESCHOOL CHILDREN, ASSUMED TO BE SPANISH SPEAKING, WERE REFERRED TO A SUMMER PROGRAM FOR AMELIORATION OF ENGLISH LANGUAGE DEFICIENCY. SPANISH AND ENGLISH VERSIONS OF THE PRESCHOOL LANGUAGE SCALE WERE ADMINISTERED TO DETERMINE LANGUAGE DOMINANCE, DEVELOPMENTAL STATUS, AND AREAS OF DEFICIENCY. RESULTS INDICATE THAT PRIME CONSIDERATION SHOULD BE GIVEN TO THE ASSESSMENT OF THE PRESCHOOL CHILD'S LANGUAGE STATUS BEFORE ASSUMING COMPETENCY OR DOMINANCE IN ANY LANGUAGE OR DECIDING TO ESTABLISH A BILINGUAL PROGRAM. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (AUTHOR)

ACCESSION NUMBER: ED073862

PUBLICATION DATE: 1 MAR 73

TITLE: THE EQUALITY OF EDUCATIONAL OPPORTUNITY WITHIN ETHNICALLY MIXED CLASSROOMS.

PERSONAL AUTHOR: JACKSON, GREGG; COSCA, CECILIA

DESCRIPTOR: ACADEMIC ACHIEVEMENT; ANGLO AMERICANS; *CLASSROOM INTEGRATION; *EDUCATIONAL EQUALITY; EDUCATIONAL OPPORTUNITIES; ETHNIC GROUPS; GRADE 4; GRADE 8; GRADE 10; GRADE 12; *INTERACTION PROCESS ANALYSIS; *MEXICAN AMERICANS; *TEACHER INFLUENCE

IDENTIFIER: *FLANDERS SYSTEM OF INTERACTION ANALYSIS

DESCRIPTIVE NOTE: 26P.; PAPER PREPARED FOR AMERICAN EDUCATIONAL RESEARCH ASSOCIATION MEETINGS, NEW ORLEANS, LOUISIANA, MARCH 1, 1973

TEACHER-PUPIL INTERACTIONS AMONG STUDENTS OF DIFFERENT ETHNIC GROUPS, WITH PARTICULAR FOCUS ON POSSIBLE DISPARITIES BETWEEN MEXICAN AMERICANS AND ANGLOS, WERE COMPARED. DATA WERE ALSO COLLECTED ON BLACKS AND OTHER ETHNIC GROUP STUDENTS, BUT THE NUMBER OF THESE STUDENTS PROVED INADEQUATE FOR STATISTICAL ANALYSIS. CLASSROOM OBSERVATIONS IN RURAL, URBAN, AND SUBURBAN SCHOOLS IN CALIFORNIA, NEW MEXICO, AND TEXAS ENROLLING SUBSTANTIAL NUMBERS OF MEXICAN AMERICAN STUDENTS WERE USED. DATA FROM 429 ENGLISH LANGUAGE ARTS CLASSROOMS IN GRADES 4, 8, 10, AND 12 WERE ANALYZED USING THE FLANDERS INTERACTION ANALYSIS SYSTEM TO CODE TEACHER-PUPIL INTERACTIONS; AND 22 SCHOOL, CLASSROOM, AND TEACHER CHARACTERISTICS WERE INVESTIGATED. THE SYSTEM WAS MODIFIED IN ORDER TO CODE THE PREDOMINANT CLASSROOM BEHAVIOR WITH REFERENCE TO THE MOST APPROPRIATE FLANDERS CATEGORY AND TO THE IDENTITY OF THE STUDENT INVOLVED. THE CODING OF RAW DATA WAS MODIFIED TO ALLOW FOR SENSITIVE ANALYSIS OF POSSIBLE DISPARITIES AMONG STUDENTS OF DIFFERENT ETHNIC GROUPS. THE CODING WAS DONE BY 5 OBSERVERS WHO SPENT 45 MINUTES IN THE 4TH GRADE CLASSES AND THE ENTIRE PERIOD IN THE OTHER CLASSES. FINDINGS INDICATED SIGNIFICANT DIFFERENCES BETWEEN MEXICAN AMERICAN AND ANGLO STUDENTS IN TERMS OF TEACHER PRAISE OR ENCOURAGEMENT, TEACHER ACCEPTANCE, TEACHER QUESTIONING, TEACHER'S POSITIVE FEEDBACK, ALL NON-CRITICIZING TEACHER TALK, AND ALL STUDENT SPEAKING. (NQ)

ACCESSION NUMBER: ED073869

PUBLICATION DATE: 70

TITLE: SELECTED MATERIALS ON THE CHICANO.

PERSONAL AUTHOR: GOMEZ-Q., JUAN, COMP.

DESCRIPTOR: *BIBLIOGRAPHIES; BOOKS; *CULTURAL BACKGROUND; FILMS; *MEXICAN AMERICAN HISTORY; *MEXICAN AMERICANS; NEWSPAPERS; PERIODICALS; *RESOURCE MATERIALS; STATISTICAL DATA

DESCRIPTIVE NOTE: 15P.

OVER 200 SELECTED MATERIALS ON THE CHICANO ARE LISTED IN THIS BIBLIOGRAPHY. THESE MATERIALS INCLUDE BIBLIOGRAPHIES, STATISTICAL MATERIALS, BOOKS, ARTICLES, JOURNALS, FILMS, AND NEWSPAPERS WHICH PERTAIN TO THE MEXICAN AMERICAN POPULATION. THE MATERIALS CONSIST OF SUCH TOPICS AS THE MEXICAN AMERICAN COMMUNITY; THEIR CULTURE, HISTORY, HERITAGE, EDUCATION, ECONOMICS AND LABOR; THEIR FOLKLORE AND MYTHOLOGY; POLITICAL SCIENCE; LAW AND JUSTICE; MIGRATION; PSYCHOLOGY; PUBLIC HEALTH; SOCIOLOGY AND ANTHROPOLOGY; AND THE THEATER. WHILE SOME DOCUMENTS DATE FROM THE EARLY 1930S, MOST ARE DATED IN THE 1960S AND 1970S. THE ADDRESSES OF 19 CHICANO NEWSPAPERS ARE ALSO GIVEN. (NQ)

ACCESSION NUMBER: ED073872

PUBLICATION DATE: SEP 72

TITLE: INCOME AND POVERTY DATA FOR RACIAL GROUPS. A COMPILATION FOR OREGON CENSUS COUNTY DIVISIONS.

PERSONAL AUTHOR: VALDE, GARY, COMP.; COPPEDGE, ROBERT O., COMP.

DESCRIPTOR: AMERICAN INDIANS; *CENSUS FIGURES; *DEMOGRAPHY; *FAMILY INCOME; *MINORITY GROUPS; NEGROES; REPORTS; SOCIOECONOMIC INFLUENCES; SPANISH SPEAKING; STATISTICAL ANALYSIS; *TABLES (DATA)

IDENTIFIER: *OREGON

DESCRIPTIVE NOTE: 138P.

A SUMMARY OF INFORMATION OBTAINED FROM SPECIAL RUNS OF THE 1970 U.S. CENSUS OF POPULATION COMPUTER SUMMARY TAPES IS REPORTED. THIS INFORMATION INCLUDES, FOR EACH CENSUS COUNTY DIVISION WITHIN EACH OREGON COUNTY, POPULATION BY RACIAL GROUP, FAMILY INCOME DISTRIBUTION OF RACIAL GROUPS, AND POVERTY STATISTICS. THE ORIGINAL IMPETUS FOR COMPILATION OF THE DATA AROSE FROM REQUIREMENTS DEALING WITH MEETING NONDISCRIMINATORY LEGAL STANDARDS. THE FINDINGS, WHICH ARE REPORTED IN TABULAR FORM, INDICATE THAT ABOUT 4 1/2% OF OREGON'S POPULATION IS CLASSIFIED AS MINORITY. OF A TOTAL POPULATION OF 2,091,385, 34,577 ARE SPANISH LANGUAGE, 26,308 ARE BLACK, AND 13,510 ARE AMERICAN INDIAN. THE "OTHER" CATEGORY, 19,488 PERSONS, IS LARGELY COMPOSED OF JAPANESE AND CHINESE. THESE MINORITY POPULATIONS ARE CONCENTRATED IN THE METROPOLITAN AREAS OF OREGON, PRINCIPALLY AROUND PORTLAND. THE WILLAMETTE VALLEY (LOCATION OF THE STATE'S 3 METROPOLITAN AREAS) IS THE HOME OF 67% OF THE STATE'S SPANISH LANGUAGE POPULATION, 46% OF THE INDIANS, AND 93% OF THE BLACK RESIDENTS OF OREGON. MINORITY FAMILY INCOMES TEND TO BE LOWER THAN THOSE OF CAUCASIANS, ALTHOUGH MIDDLE INCOME LEVELS CONTAIN RELATIVELY LARGE PERCENTAGES OF FAMILIES IN ALL RACIAL GROUPS. MINORITY GROUPS DO HAVE PROPORTIONATELY FEWER IN THE HIGHER INCOME CLASS, HOWEVER, AND MORE IN THE LOWER CLASSES. (AUTHOR/HBC)

ACCESSION NUMBER: ED073879

PUBLICATION DATE: FEB 73

TITLE: AN ERROR ANALYSIS OF THE SPOKEN ENGLISH OF MEXICAN-AMERICAN PUPILS IN A BILINGUAL SCHOOL AND A MONOLINGUAL SCHOOL. RESEARCH AND DEVELOPMENT MEMORANDUM NO. 103.

PERSONAL AUTHOR: POLITZER, ROBERT L.; RAMIREZ, ARNULFO G.

DESCRIPTOR: *BILINGUAL EDUCATION; *ERROR PATTERNS; *LANGUAGE DEVELOPMENT; *MEXICAN AMERICANS; *MONOLINGUALISM; MORPHOLOGY (LANGUAGES); ORAL COMMUNICATION; PRIMARY GRADES; SYNTAX; TABLES (DATA)

DESCRIPTIVE NOTE: 36P.

THE STUDY SOUGHT TO (1) FURNISH DATA TO BE USED IN FURTHER LANGUAGE-ERROR ANALYSES AND STUDIES OF CAUSES OF ERRORS IN LANGUAGE ACQUISITION, (2) PROVIDE SPECIFIC DATA FOR A BASIS IN CONSTRUCTING PEDAGOGICAL MATERIALS AND PROFICIENCY TESTS TO BE USED IN TEACHING ENGLISH TO MEXICAN AMERICAN CHILDREN, AND (3) DETERMINE WHETHER BILINGUAL OR MONOLINGUAL SCHOOLING AFFECTS THE NUMBER AND/OR THE PATTERNING OF ERRORS. THE SAMPLE CONSISTED OF 61 MEXICAN AMERICAN CHILDREN ATTENDING A MONOLINGUAL SCHOOL AND 59 MEXICAN AMERICAN CHILDREN ATTENDING A BILINGUAL SCHOOL. THE CHILDREN WERE SHOWN A SILENT MOVIE AND THEN ASKED TO TELL THE STORY. THEIR ANSWERS WERE RECORDED ON TAPE AND TRANSCRIBED. THE DEVIATIONS FROM STANDARD ENGLISH WERE DESCRIBED AND CATEGORIZED INTO ERRORS IN MORPHOLOGY, SYNTAX, AND VOCABULARY AND COUNTED AS TO THEIR RELATIVE FREQUENCY IN ORDER TO DETERMINE DIFFERENCES DUE TO SUCH INDEPENDENT VARIABLES AS GRADE, SEX, AND TYPE OF SCHOOLING. COMPARISONS OF FREQUENCY WERE BASED ON COMPARISONS MADE AS TO CORRECT USAGE PERCENTAGE WITHIN THE 2 MOST FREQUENT ERROR CATEGORIES AND OVERALL COMPARISONS OF ALL ERROR FREQUENCY MADE AS TO NUMBER OF ERRORS PER NUMBER OF WORDS. MAJOR FINDINGS WERE (1) THAT DEVIATIONS APPARENTLY WERE THE RESULT OF THE EXPECTED SPANISH INTERFERENCE, THE IMPROPER APPLICATION OF STANDARD ENGLISH RULES, AND THE INFLUENCE OF NONSTANDARD ENGLISH DIALECTS AND (2) THAT CHILDREN IN THE BILINGUAL SCHOOL DID NOT DIFFER SIGNIFICANTLY FROM THOSE IN THE MONOLINGUAL SCHOOL WITH RESPECT TO FREQUENCY OF DEVIATIONS FROM STANDARD ENGLISH. (NQ)

ACCESSION NUMBER: ED073881

PUBLICATION DATE: MAR 73

TITLE: TEACHERS AND STUDENTS: DIFFERENCES IN TEACHER INTERACTION WITH MEXICAN AMERICAN AND ANGLO STUDENTS. MEXICAN AMERICAN EDUCATION STUDY.

DESCRIPTOR: *ANGLO AMERICANS; *CLASSROOM INTEGRATION; EDUCATIONAL EQUALITY; GRADE 4; GRADE 8; GRADE 10; GRADE 12; *INTERACTION PROCESS ANALYSIS; *MEXICAN AMERICANS; *TEACHER INFLUENCE

IDENTIFIER: *FLANDERS SYSTEM OF INTERACTION ANALYSIS

DESCRIPTIVE NOTE: 68P.

TEACHER-PUPIL VERBAL BEHAVIOR IN THE CLASSROOM WAS ASSESSED TO DISCOVER IF ANY SIGNIFICANT DIFFERENCES EXISTED IN THE INTERACTIONS OF TEACHERS TOWARD MEXICAN AMERICAN AND ANGLO STUDENTS. CLASSROOMS WERE OBSERVED IN 52 RURAL, URBAN, AND SUBURBAN SCHOOLS IN CALIFORNIA, NEW MEXICO, AND TEXAS WITH A SUBSTANTIAL ENROLLMENT OF MEXICAN AMERICAN STUDENTS. DATA FROM 429 ENGLISH AND SOCIAL STUDIES CLASSROOMS IN GRADES 4, 8, 10, AND 12 WERE ANALYZED USING THE FLANDERS INTERACTION ANALYSIS SYSTEM TO CODE TEACHER-PUPIL INTERACTIONS AND 22 SCHOOL, CLASSROOM, AND TEACHER CHARACTERISTICS. THE DIFFERENCES IN THE WAY THE TEACHER INTERACTED WITH STUDENTS WERE MEASURED BY THE DISPARITIES IN THE ANGLO AND MEXICAN AMERICAN PER PUPIL MEASURES WHICH WERE CALCULATED FOR EACH TYPE OF BEHAVIOR. THE CODING OF THE CLASSROOM INTERACTION WAS DONE EVERY 3 SECONDS FOR 10 MINUTES IN EACH CLASSROOM BY 5 OBSERVERS. THE OBSERVERS ALSO CODED OBSERVED TEACHER AND CLASSROOM CHARACTERISTICS, BRIEFLY INTERVIEWED THE TEACHER, AND MADE A SEATING CHART OF THE LOCATION OF EACH CHAIR AND THE ETHNICITY OF EACH OCCUPANT WHILE IN THE CLASSROOM. DATA WERE ALSO COLLECTED AS TO WHETHER EACH OBSERVED CLASSROOM WAS TRACKED AND TO WHAT DEGREE. SIGNIFICANT DIFFERENCES WERE FOUND BETWEEN MEXICAN AMERICAN AND ANGLO STUDENTS IN TERMS OF TEACHER PRAISE OR ENCOURAGEMENT, ACCEPTANCE OR USE OF STUDENT IDEAS, QUESTIONING, POSITIVE RESPONSE, ALL NONCRITICIZING TALK, AND ALL STUDENT SPEAKING. RELATED DOCUMENTS ARE ED 052 849, ED 056 821, AND ED 062 069. (NQ)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 (NO PRICE QUOTED)

ACCESSION NUMBER: ED073982

PUBLICATION DATE: 72

TITLE: RACIAL AND ETHNIC SURVEY, 1972.

DESCRIPTOR: AMERICAN INDIANS; ANNUAL REPORTS; CIVIL RIGHTS LEGISLATION; *ENROLLMENT TRENDS; *MINORITY GROUPS; NEGROES; PERSONNEL POLICY; *RACIAL DISTRIBUTION; *SCHOOL PERSONNEL; SPANISH SPEAKING; *STATE SURVEYS; STUDENT ENROLLMENT; TABLES (DATA)

IDENTIFIER: *OREGON

DESCRIPTIVE NOTE: 28P.

REPORTS SUBMITTED BY LOCAL SCHOOL DISTRICTS AND INTERMEDIATE EDUCATION DISTRICT OFFICES WERE REVIEWED, ANALYZED, AND COMPARED TO PREVIOUS SURVEYS. INFORMATION WAS OBTAINED ABOUT ALL STUDENTS K-12 AND ALL SCHOOL PERSONNEL, INCLUDING AIDES AND COMMUNITY AGENTS. THE SURVEY INFORMATION WAS ANALYZED TO DETERMINE WHAT, IF ANY, CHANGES HAD BEEN MADE IN THE RACIAL AND ETHNIC COMPOSITION OF STUDENTS AND SCHOOL DISTRICT EMPLOYEES. INFORMATION REGARDING THE RACIAL AND ETHNIC DISTRIBUTION OF STUDENTS BY DISTRICT AND COUNTY, THE RACIAL AND ETHNIC DISTRIBUTION OF SCHOOL PERSONNEL, THE ENROLLMENT PATTERNS OF MINORITY STUDENTS IN 10TH, 11TH, AND 12TH GRADES BY DISTRICT AND COUNTY, AND THE TOTAL K-12 STATEWIDE MINORITY ENROLLMENT AS COMPARED TO THE STATEWIDE NUMBER OF SENIORS WERE PRESENTED IN TABULAR FORM. A SUMMARY OF THE DATA INDICATED (1) THAT SPANISH-SURNAME AND RUSSIANS SHOWED THE GREATEST INCREASE IN ENROLLMENT PATTERNS; (2) THAT OVER THE PAST 2 YEARS, THE PROPORTION OF BLACK STUDENTS REMAINED CONSISTENTLY SEGREGATED, PARTICULARLY AT THE ELEMENTARY LEVEL; (3) THAT SPANISH-SURNAME AND AMERICAN INDIANS WERE ALSO RACIALLY ISOLATED; (4) THAT THE NUMBER OF MINORITY EDUCATORS WAS LOW; (5) THAT THERE WAS AN URGENT NEED FOR THE ESTABLISHMENT OF A STATEWIDE DATA COLLECTION SYSTEM PERTINENT TO SCHOOL ACHIEVEMENT, READING AND MATHEMATICS SCORES, DROPOUT RATE, AND FOLLOW-UP ON MINORITY STUDENTS; AND (6) THAT THERE HAD BEEN A STABILIZATION IN ENROLLMENT PATTERNS OVER THE PAST YEAR. (HBC)

ACCESSION NUMBER: ED073885

PUBLICATION DATE: 73

TITLE: THE CROSS-CULTURAL ATTITUDE INVENTORY: A REPORT ON ITEM ANALYSIS AND STABILITY.

PERSONAL AUTHOR: JACKSON, STEPHAN L.; MCCALLON, EARL

DESCRIPTOR: *ACCULTURATION; *ATTITUDE TESTS; BILINGUAL EDUCATION; *CROSS CULTURAL STUDIES; GROUP TESTS; *ITEM ANALYSIS; *MEXICAN AMERICANS; MINORITY GROUP CHILDREN; STATISTICAL ANALYSIS; TABLES (DATA)

IDENTIFIER: *CROSS CULTURAL ATTITUDE INVENTORY

DESCRIPTIVE NOTE: 14P.; PAPER PRESENTED AT AMERICAN EDUCATIONAL RESEARCH ASSOCIATION MEETING (NEW ORLEANS, LOUISIANA, 1973)

THE "CROSS-CULTURAL ATTITUDE INVENTORY" WAS CONSTRUCTED TO MEASURE 1 OF THE OBJECTIVES OF THE BILINGUAL EDUCATION PROJECT OF REGION XIII EDUCATION SERVICE CENTER IN AUSTIN, TEXAS, SERVING CHILDREN AGED 6 TO 10 YEARS. THE EDUCATIONAL OBJECTIVE WHICH NEEDED TO BE MEASURED WAS WHETHER "THE CHILDREN ARE TAUGHT THE HISTORY AND CULTURAL HERITAGE WHICH REFLECT THE VALUE SYSTEMS OF SPEAKERS OF BOTH LANGUAGES." THE ELEMENTARY AND SECONDARY ACT, TITLE VII PROJECT SITES CHOSEN FOR TESTING INCLUDED THE ARTESIA, NEW MEXICO; THE ALICE, TEXAS; AND THE LOS NIETOS AND COLLIER COUNTY, CALIFORNIA, PROJECT SITES. DATA FOR ITEM ANALYSIS WERE COLLECTED THROUGH THE TESTING OF 313 PRIMARY GRADE CHILDREN. GRAPHIC SYMBOLS OF THE ANGLO AND MEXICAN AMERICAN CULTURES WERE EMPLOYED IN THE INVENTORY, WHICH WAS CONSTRUCTED TO EVALUATE ATTITUDE. THE RESULTS INDICATED THAT THE INVENTORY MAY BE ASSUMED TO PROVIDE A GROSS MEASURE OF ACCULTURATION SUITABLE FOR USE WITH GROUPS. THE MEAN SCORE FOR THE MEXICAN AMERICAN CULTURE SUBTEST WAS SIGNIFICANTLY LOWER THAN THE SCORE FOR THE ANGLO-CULTURE SUBTEST. AMONG THE MEXICAN ITEMS, THE MEXICAN FLAG, THE SPANISH WORD "SI," THE PINATA, THE BOWL OF MENUDO, AND THE MEXICAN HAT POSSESSED THE HIGHEST ITEM-TEST CORRELATION. AMONG THE UNITED STATES ITEMS, THE AMERICAN FLAG, THE COWBOY HAT, THE PIECE OF BREAD, AND THE PICKLE POSSESSED THE HIGHEST ITEM-TEST CORRELATIONS. (AUTHOR/HBC)

ACCESSION NUMBER: ED073888

PUBLICATION DATE: MAY 69

TITLE: SOCIO-ECONOMIC AND OTHER VARIATIONS RELATED TO REHABILITATION OF MEXICAN AMERICANS IN ARIZONA. FINAL REPORT.

PERSONAL AUTHOR: HARWARD, NOAMI

DESCRIPTOR: *ANGLO AMERICANS; *ATTITUDES; BACKGROUND; CULTURAL FACTORS; EDUCATION; EMPLOYMENT; JOB TRAINING; LITERATURE REVIEWS; *MEXICAN AMERICANS; REHABILITATION PROGRAMS; *SOCIOECONOMIC INFLUENCES; *VOCATIONAL REHABILITATION

DESCRIPTIVE NOTE: 99P.

IN ORDER TO INCREASE UNDERSTANDING OF THE MEXICAN AMERICAN REHABILITANT AND TO ANALYZE THE EFFECTIVENESS OF VOCATIONAL REHABILITATION SERVICES TO THEM, THIS STUDY WAS CONDUCTED IN THE CENTRAL AND SOUTHERN SECTIONS OF ARIZONA. SPECIFIC AREAS OF STUDY WERE (1) THE GENERAL CHARACTERISTICS OF MEXICAN AMERICAN REHABILITANTS, (2) SPECIFIC ATTITUDES OF THE MEXICAN AMERICAN WHICH WERE MOST RELEVANT TO VOCATIONAL REHABILITATION, AND (3) THE OUTCOME OF REHABILITATION SERVICES PROVIDED THIS GROUP. THE SAMPLE CONSISTED OF 153 MEXICAN AMERICANS AND 153 ANGLO AMERICANS WHO WERE MATCHED ON THE BASIS OF SEX, AGE, TYPE OF DISABILITY, AND FORMER OCCUPATION. THOSE MARRIED TO MEXICAN AMERICANS BUT NOT ONE THEMSELVES, LATIN AMERICANS, AND THOSE NOT NATIVE-BORN WHITE AMERICANS WERE EXCLUDED. INTERVIEWS WERE CONDUCTED SHORTLY AFTER THE APPLICANT APPLIED FOR VOCATIONAL REHABILITATION SERVICES AND EVERY 6 MONTHS THEREAFTER FOR ONE YEAR. THE INTERVIEWS WERE TAPE RECORDED. ANALYZED STATISTICALLY WERE 1,250 ITEMS WHICH INCLUDED THE RESPONSES TO THE INTERVIEW QUESTIONS; DATA OBTAINED FROM THE ARIZONA DIVISION OF VOCATIONAL REHABILITATION; THE RESULTS OF AN ANALYSIS OF DIFFERENCES IN GOALS, TREATMENT, AND ATTITUDES; AND THE FINDINGS ON LOST CASES. SOME OF THE FINDINGS WERE (1) THAT THERE WAS NO SIGNIFICANT DIFFERENCE BETWEEN THE 2 GROUPS IN OUTCOME IN REHABILITATION AND (2) THAT NO SIGNIFICANT DIFFERENCE IN STATUS BETWEEN THE 2 GROUPS EXISTED AT THE COMPLETION OF THE REHABILITATION PROCESS. (NQ)

ACCESSION NUMBER: ED073893

PUBLICATION DATE: DEC 71

TITLE: PROGRAMS FOR THE DISADVANTAGED IN TEXAS FUNDED UNDER TITLE I, ESEA, ANNUAL REPORT, 1970-71.

DESCRIPTOR: ANNUAL REPORTS; *COMPENSATORY EDUCATION PROGRAMS; *DISADVANTAGED YOUTH; DROPOUT RESEARCH; *FEDERAL PROGRAMS; MANPOWER DEVELOPMENT; MEXICAN AMERICANS; NEGROES; *PUPIL PERSONNEL SERVICES; RACIAL DISTRIBUTION; STATISTICAL ANALYSIS; *TABLES (DATA)

IDENTIFIER: *ELEMENTARY SECONDARY EDUCATION ACT TITLE I; ESEA TITLE I

DESCRIPTIVE NOTE: 40P.

DATA WERE GATHERED FROM 22 LARGE TEXAS SCHOOL DISTRICTS (OVER 17,000 IN AVERAGE DAILY ATTENDANCE) AND 221 MEDIUM DISTRICTS TO ASSESS SCHOOL PARTICIPATION IN FEDERALLY SUPPORTED PROGRAMS DESIGNED TO ASSIST THE ADVANCEMENT OF EDUCATIONALLY DISADVANTAGED CHILDREN. IN THIS REPORT, THE DATA GATHERED FROM THE SAMPLE SCHOOL DISTRICTS ARE ARRANGED INTO 9 DIVISIONS: PARTICIPANTS IN PROGRAMS FOR THE DISADVANTAGED, PUPIL PERSONNEL SERVICES FOR THE DISADVANTAGED, INSTRUCTIONAL PROGRAMS FOR THE DISADVANTAGED, TEST DATA FROM THE PROGRAMS, PERSONNEL SERVING IN THE PROGRAMS, PERSONNEL DEVELOPMENT, SCHOOL DROPOUT INFORMATION INVOLVING THE DISADVANTAGED, AND 1969-70 GRADUATE FOLLOW-UP. INTERSPERSED WITH THE DATA DISPLAYS ARE REMARKS WHICH TRANSMIT FINDINGS DERIVED DURING THE TREATMENT OF THE DATA AND WHICH MAY NOT BE APPARENT IN THE PRESENTATION. SOME SPECIFIC FINDINGS AND CONCLUSIONS FOLLOW: (1) MEDIUM DISTRICTS WERE ABLE TO IDENTIFY THE STUDENTS MOST IN NEED OF SERVICES AND TO PROVIDE THE NEEDED SERVICES; (2) TITLE I FUNDS ARE INSUFFICIENT TO MEET THE NEEDS OF LARGE DISTRICTS; (3) THE COMPENSATORY PROGRAMS EITHER DID NOT HAVE SUFFICIENT APPEAL TO HOLD THE DISADVANTAGED STUDENT BETWEEN THE EIGHTH AND NINTH GRADES AND THE NINTH AND TENTH GRADES OR LESS EMPHASIS WAS PLACED ON THE PROGRAMS AT THIS STAGE OF HIS PROGRESS; AND (4) A NEED EXISTS TO IMPROVE THE PROGRAMS FOR COUNSELING OR INTERVIEWING STUDENTS PRIOR TO LEAVING SCHOOL. (HBC)

ACCESSION NUMBER: ED074177

PUBLICATION DATE: 71

TITLE: TEACHING MULTI-CULTURAL POPULATIONS: FIVE HERITAGES.

PERSONAL AUTHOR: STONE, JAMES C., ED.; DENEVI, DONALD P., ED.

DESCRIPTOR: AMERICAN INDIANS; CHINESE AMERICANS; CULTURAL FACTORS; *CULTURAL PLURALISM; EDUCATIONAL NEEDS; *EDUCATIONAL PROBLEMS; *ETHNIC GROUPS; *ETHNIC STUDIES; INTERGROUP RELATIONS; JAPANESE AMERICANS; MEXICAN AMERICANS; NEGRO EDUCATION; PUERTO RICANS; STUDENT TEACHER RELATIONSHIP; TEACHER EDUCATION

DESCRIPTIVE NOTE: 497P.

THIS BOOK IS AN ATTEMPT TO HELP FILL THE TREMENDOUS GAP THAT PRESENTLY EXISTS BETWEEN TEACHERS' WILL TO BECOME MORE SKILLFUL WITH MULTICULTURAL STUDENT POPULATIONS AND THE AS-YET SHORT SUPPLY OF THE QUALITY MATERIALS THEY URGENTLY NEED IN ORDER TO DO SO. ITS ORGANIZING PRINCIPLE IS THAT, INASMUCH AS AMERICA IS AN IMMENSE LIVING LABORATORY FOR INTERACTION AMONG DIVERSE PEOPLES, IT OUGHT TO BE POSSIBLE TO ASSEMBLE A BOOK THAT MIRRORS THIS PLURALITY--IN A WAY THAT WILL SENSITIZE PRESENT AND FUTURE TEACHERS TO THE NEEDS AND THE OPPORTUNITIES CREATED BY CULTURAL PLURALISM IN THE CLASSROOM. ESSAYS HAVE BEEN SELECTED WHICH PROVIDE INFORMATION, REALISM, AND INSIGHT. THEY ARE ARRANGED UNDER FIVE HEADINGS CORRESPONDING TO AMERICA'S LEADING ETHNIC MINORITIES: BLACK, PUERTO RICAN, MEXICAN-AMERICAN, AMERICAN INDIAN, AND ASIAN-AMERICAN. IT HAS BEEN ESPECIALLY SOUGHT TO PRESENT MATERIAL WHICH IS PRAGMATICALLY BASED RATHER THAN PURELY DESCRIPTIVE. IN GENERAL, EACH CULTURAL HERITAGE IS EXPLORED ACCORDING TO A SCHEME BEGINNING WITH A BROAD CULTURAL-HISTORICAL VIEW OF THE GROUP; THEN NARROWING TO A MORE CONTEMPORARY SOCIAL AND FAMILIAL FOCUS; AND, FINALLY MOVING WITH THE CHILD OF THIS GENERATION INTO THE EDUCATIONAL CONTEXT OF PRESENTDAY AMERICAN SCHOOLS. AN EXTENSIVE APPENDIX OF FURTHER RESOURCES IS INCLUDED AT THE END OF THE VOLUME. (AUTHOR/JM)

AVAILABILITY: VAN NOSTRAND REINHOLD CO., 450 W. 33 ST., NEW YORK, N.Y. 10001 ($4.95)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED074269

PUBLICATION DATE: 21 SEP 72

TITLE: AIMS COLLEGE OPERATION BRIDGE PROJECT. PHASE 1, PRELIMINARY EVALUATION REPORT.

DESCRIPTOR: ADVISORY COMMITTEES; *DEVELOPMENTAL PROGRAMS; DISADVANTAGED YOUTH; *JUNIOR COLLEGES; *MEXICAN AMERICANS; *PROGRAM EVALUATION; VOCATIONAL DEVELOPMENT; *VOCATIONAL EDUCATION

IDENTIFIER: AIMS COLLEGE; OPERATION BRIDGE

DESCRIPTIVE NOTE: 38P.

RECOGNIZING THE ADVERSE EFFECTS OF POVERTY ON MEXICAN AMERICANS, AND DETERMINED TO HELP NARROW THE BARRIERS CAUSED BY A LOW SOCIOECONOMIC STATUS, AIMS COLLEGE, A LOCALLY FUNDED INSTITUTION IN WELD COUNTY, COLORADO, CONCEPTUALIZED AND IMPLEMENTED A SPECIAL NEEDS PROGRAM DESIGNED TO PROVIDE VOCATIONAL AND OCCUPATIONAL TRAINING FOR DISADVANTAGED STUDENTS. REPORTED IN THIS DOCUMENT IS AN EVALUATIVE ASSESSMENT OF THE PROGRAM (OPERATION BRIDGE). DATA FOR THE STUDY WERE OBTAINED THROUGH WRITTEN INTERVIEWS, FIELD VISITS, PERSONAL OBSERVATIONS, AND QUESTIONNAIRES. FINDINGS INCLUDE: (1) THE PROGRAM'S ENROLLMENT IS APPROXIMATELY 150, (2) APPROXIMATELY SIX TUTORS ARE PROVIDED, (3) PARTICIPANTS ARE OF CHICANO ORIGIN AND ARE BETWEEN THE AGES OF 14 AND 20 YEARS, (4) STUDENTS ON THE WHOLE APPRECIATE THE PROGRAM AND EFFORTS OF THE STAFF; HOWEVER, SOME FEEL THAT IT IS TOO OVER-PROTECTIVE AND PROBLEM-SOLVING FROM THE TOP, AND (5) A SKILLS CENTER AS WELL AS A TRADES AND INDUSTRY INSTITUTE CONSTITUTE THE PROGRAM. RECOMMENDATIONS DIRECTED TOWARD THE ADMINISTRATION, THE ADVISORY BOARD, AND THE STUDENTS ARE INCLUDED. (AUTHOR/SN)

ACCESSION NUMBER: ED074390

PUBLICATION DATE: MAY 72

TITLE: TEXAS ACHIEVEMENT APPRAISAL STUDY, 1971.

DESCRIPTOR: *ACADEMIC ABILITY; CULTURAL DIFFERENCES; MEXICAN AMERICANS; NEGROES; *QUESTIONNAIRES; *SECONDARY SCHOOL STUDENTS; SENIORS; *SOCIOECONOMIC INFLUENCES; SOCIOECONOMIC STATUS; STUDENT ABILITY; *STUDENT ATTITUDES; STUDENT OPINION; SURVEYS

IDENTIFIER: AMERICAN COLLEGE TESTING PROGRAM; TEXAS

DESCRIPTIVE NOTE: 110P.

THE STUDY IS AN ATTEMPTED REPLICATION OF A 1967 STUDY IN WHICH THE AMERICAN COLLEGE TEST (ACT) WAS ADMINISTERED TO A SAMPLE CONSISTING OF ABOUT HALF THE HIGH SCHOOL SENIORS IN TEXAS. THE ACT BATTERY MEASURES STUDENTS' DEVELOPED ABILITIES; IN ADDITION, PUPIL INFORMATION QUESTIONNAIRES WERE ADMINISTERED IN BOTH YEARS. ALTHOUGH THERE WAS A DECLINE IN ACT SCORES BETWEEN 1967 AND 1971, IN PART REFLECTING THE SENIORS' CHANGING ATTITUDES TOWARD TESTING, TWO FIRM CONCLUSIONS ARE SUPPORTED BY BOTH SETS OF DATA: (1) THE SCORES OF OVER HALF OF THE MEXICAN AMERICAN AND BLACK SENIORS WERE BELOW THE LOWEST QUARTILE OF THE ANGLO SENIORS; AND (2) THE HIGHER THE SOCIOECONOMIC STATUS OF THE SENIORS' FAMILIES, THE HIGHER THE SCORES. IN ADDITION, A NUMBER OF COMPARISONS ARE MADE FROM INFORMATION ON THE 1967 AND 1971 PUPIL QUESTIONNAIRES; PLANS TO ATTEND COLLEGE, OCCUPATIONAL PLANS, FINANCIAL NEEDS, OPINIONS OF HIGH SCHOOL PROGRAMS, CURRICULAR PROGRAMS, AND CONSIDERATION GIVEN TO DROPPING OUT OF SCHOOL. (SES)

ACCESSION NUMBER: ED074722

PUBLICATION DATE: 73

TITLE: AMERICAS UNIDAS: PILOT BROADCASTING PROGRAM LOS ANGELES, CALIFORNIA.

PERSONAL AUTHOR: MURDOCK, SAMUEL W.

DESCRIPTOR: *CABLE TELEVISION; COMMUNITY ANTENNAS; COMMUNITY EDUCATION; COMMUNITY ORGANIZATIONS; COMMUNITY PROGRAMS; COMMUNITY RESOURCES; *EDUCATIONAL TELEVISION; LATIN AMERICAN CULTURE; MASS MEDIA; *MEXICAN AMERICANS; *SPANISH AMERICANS; *SPANISH SPEAKING; TELEVISION

IDENTIFIER: AMERICAS UNIDAS; *LOS ANGELES

DESCRIPTIVE NOTE: 13P.

A PROPOSED SPANISH-SPEAKING PILOT BROADCASTING PROGRAM IN THE LOS ANGELES AREA IS DESCRIBED IN THIS PROSPECTUS. THE PURPOSE OF AMERICAS UNIDAS, A PROPOSED NON-PROFIT CALIFORNIA CORPORATION, WILL BE TO DO RESEARCH AND DEVELOPMENT, PRODUCTION, DISTRIBUTION, AND BROADCASTING OF EDUCATIONAL FILMS AND OTHER AUDIOVISUAL MATERIALS FOR THE SPANISH-SPEAKING COMMUNITY. THE PROSPECTUS INCLUDES GENERAL INFORMATION ON AMERICAS UNIDAS' INTENTIONS TOWARDS THE ACQUISITION OF AN EDUCATIONAL CABLE TELEVISION CHANNEL. THE PRIMARY PURPOSE OF THIS DOCUMENT IS TO STATE THE BASIC CONCEPT OF THE ORGANIZATION FOR THE BENEFIT OF POTENTIAL FINANCIAL UNDERWRITERS. (MC)

ACCESSION NUMBER: ED074856

PUBLICATION DATE: 14 JAN 72

TITLE: CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS: UKIAH INDIAN, MEXICAN-AMERICAN BILINGUAL-BICULTURAL PROGRAM.

PERSONAL AUTHOR: EHRLICH, ALAN

DESCRIPTOR: AMERICAN INDIAN LANGUAGES; *AMERICAN INDIANS; BICULTURALISM; *BILINGUAL EDUCATION; COGNITIVE DEVELOPMENT; *CONTENT ANALYSIS; CURRICULUM DESIGN; EDUCATIONAL FINANCE; ELEMENTARY GRADES; ENGLISH; LEARNING THEORIES; *MEXICAN AMERICANS; PRESCHOOL CHILDREN; PROGRAM COSTS; PROGRAM EVALUATION; SELF ESTEEM; SOCIOLINGUISTICS; *SPANISH; STUDENT GROUPING; TUTORING

IDENTIFIER: CALIFORNIA; *PROJECT BEST; UKIAH

DESCRIPTIVE NOTE: 35P.

THIS CONTENT ANALYSIS SCHEDULE FOR THE UKIAH INDIAN, MEXICAN-AMERICAN BILINGUAL-BICULTURAL PROGRAM OF UKIAH, CALIFORNIA, PRESENTS INFORMATION ON THE HISTORY, FUNDING, AND SCOPE OF THE PROJECT. INCLUDED ARE SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND DOMINANT LANGUAGES OF STUDENTS AND THEIR INTERACTION. INFORMATION IS PROVIDED ON STAFF SELECTION AND THE LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT IS MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT, AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL. INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING, TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT. THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES, THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF EVALUATION. ATTACHED ARE A DESCRIPTION OF THE OBJECTIVES OF THE INSTRUCTIONAL COMPONENT, A DISCUSSION OF THE METHODS OF SECOND LANGUAGE TEACHING, AND A LIST OF MATERIALS. (SK)

ACCESSION NUMBER: ED074863

PUBLICATION DATE: NOV 71

TITLE: CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS: ALBUQUERQUE PUBLIC SCHOOL BICULTURAL-BILINGUAL PROGRAM.

PERSONAL AUTHOR: HESS, RICHARD T.; AND OTHERS

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; COGNITIVE DEVELOPMENT; *CONTENT ANALYSIS; CURRICULUM DESIGN; *EDUCATIONAL FINANCE; ELEMENTARY GRADES; ENGLISH; KINDERGARTEN CHILDREN; LEARNING THEORIES; *MEXICAN AMERICANS; PROGRAM COSTS; PROGRAM EVALUATION; SELF ESTEEM; SOCIOLINGUISTICS; *SPANISH; STUDENT GROUPING; TUTORING

IDENTIFIER: ALBUQUERQUE; *PROJECT BEST

DESCRIPTIVE NOTE: 92P.

THIS CONTENT ANALYSIS SCHEDULE FOR THE ALBUQUERQUE (NEW MEXICO) PUBLIC SCHOOL BICULTURAL-BILINGUAL PROGRAM PRESENTS INFORMATION ON THE HISTORY, FUNDING, AND SCOPE OF THE PROJECT. INCLUDED ARE SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND DOMINANT LANGUAGES OF STUDENTS AND THEIR INTERACTION. INFORMATION IS PROVIDED ON STAFF SELECTION AND THE LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT IS MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT, AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL. INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING, TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT. THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES, THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF EVALUATION. ATTACHED TO THE REPORT ARE A LANGUAGE DOMINANCE ASSESSMENT, A REPORT ON STAFF DEVELOPMENT, A PROCESS EVALUATION, A LIST OF TECHNIQUES FOR SECOND LANGUAGE TEACHING, AND AN EVALUATION REPORT FOR THE CORONADO PROJECT, 1970-71. (SK)

ACCESSION NUMBER: ED074870

PUBLICATION DATE: 31 MAR 72

TITLE: CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS: REGION XIII BILINGUAL EDUCATION.

PERSONAL AUTHOR: NAFUS, CHARLES

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; BILINGUALISM; COGNITIVE DEVELOPMENT; *CONTENT ANALYSIS; *CURRICULUM DESIGN; EDUCATIONAL FINANCE; *ELEMENTARY SCHOOL STUDENTS; ENGLISH; LEARNING THEORIES; *MEXICAN AMERICANS; PROGRAM COSTS; SELF ESTEEM; SOCIOLINGUISTICS; SPANISH; STUDENT GROUPING; TUTORING

IDENTIFIER: AUSTIN; *PROJECT BEST

DESCRIPTIVE NOTE: 54P.

THIS CONTENT ANALYSIS SCHEDULE FOR THE REGION XIII BILINGUAL EDUCATION PROGRAM OF AUSTIN, TEXAS, PRESENTS INFORMATION ON THE HISTORY, FUNDING, AND SCOPE OF THE PROJECT. INCLUDED ARE SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND DOMINANT LANGUAGES OF STUDENTS AND THEIR INTERACTION. INFORMATION IS PROVIDED ON STAFF SELECTION AND THE LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT IS MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT, AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL. INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING, TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT. THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES, THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF EVALUATION. INSERTS INCLUDE INFORMATION ON STAFF DEVELOPMENT, GENERAL OBJECTIVES, SELF ESTEEM, AND PARENTAL INVOLVEMENT. (SK)

ACCESSION NUMBER: ED074872

PUBLICATION DATE: 30 JUN 71

TITLE: CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS: BILINGUAL ELEMENTARY EDUCATION PROGRAM.

PERSONAL AUTHOR: HESS, RICHARD T.

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; BILINGUALISM; COGNITIVE DEVELOPMENT; *CONTENT ANALYSIS; *CURRICULUM DESIGN; EDUCATIONAL FINANCE; *ELEMENTARY SCHOOL STUDENTS; ENGLISH; INSTRUCTIONAL MATERIALS; KINDERGARTEN CHILDREN; LEARNING THEORIES; *MEXICAN AMERICANS; PRESCHOOL CHILDREN; PROGRAM COSTS; SELF ESTEEM; SOCIOLINGUISTICS; SPANISH; STUDENT GROUPING; TUTORING

IDENTIFIER: LUBBOCK; *PROJECT BEST; TEXAS

DESCRIPTIVE NOTE: 35P.

THIS CONTENT ANALYSIS SCHEDULE FOR THE LUBBOCK INDEPENDENT SCHOOL PROGRAM OF LUBBOCK, TEXAS, PRESENTS INFORMATION ON THE HISTORY, FUNDING, AND SCOPE OF THE PROJECT. INCLUDED ARE SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND DOMINANT LANGUAGES OF STUDENTS AND THEIR INTERACTION. INFORMATION IS PROVIDED ON STAFF SELECTION AND THE LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT IS MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT, AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL. INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING, TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT. THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES, THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF EVALUATION. INSERTS INCLUDE INFORMATION ON INSTRUCTIONAL MATERIALS AND RESOURCES FOR MATERIALS. (SK)

ACCESSION NUMBER: ED074874

PUBLICATION DATE: JUN 72

TITLE: CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS: COMPTON ELEMENTARY BILINGUAL EDUCATION PLAN.

PERSONAL AUTHOR: HESS, RICHARD T.; SHORE, MARIETTA SARAVIA

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; BILINGUALISM; COGNITIVE DEVELOPMENT; *CONTENT ANALYSIS; *CURRICULUM DESIGN; EDUCATIONAL FINANCE; *ELEMENTARY SCHOOL STUDENTS; ENGLISH; KINDERGARTEN CHILDREN; LEARNING THEORIES; *MEXICAN AMERICANS; PROGRAM COSTS; SELF ESTEEM; SOCIOLINGUISTICS; SPANISH; SPANISH SPEAKING; STUDENT GROUPING; TUTORING

IDENTIFIER: CALIFORNIA; COMPTON; *PROJECT BEST

DESCRIPTIVE NOTE: 45P.

THIS CONTENT ANALYSIS SCHEDULE FOR THE COMPTON ELEMENTARY BILINGUAL EDUCATION PLAN OF COMPTON, CALIFORNIA, PRESENTS INFORMATION ON THE HISTORY, FUNDING, AND SCOPE OF THE PROJECT. INCLUDED ARE SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND DOMINANT LANGUAGES OF STUDENTS AND THEIR INTERACTION. INFORMATION IS PROVIDED ON STAFF SELECTION AND THE LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT IS MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT, AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL. INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING, TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT. THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES, THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF EVALUATION. INSERTS INCLUDE INFORMATION ON TIME DISTRIBUTION, CLASSROOM ENVIRONMENT, SEQUENCE FOR DOMINANT AND SECOND LANGUAGE SKILLS, AND CHILDREN'S BOOKS IN SPANISH. (SK)

ACCESSION NUMBER: ED074875

PUBLICATION DATE: 30 JUN 71

TITLE: CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS: LAS CRUCES ELEMENTARY SCHOOL BILINGUAL PROJECT.

PERSONAL AUTHOR: LA NOUE, JOAN

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; BILINGUALISM; COGNITIVE DEVELOPMENT; *CONTENT ANALYSIS; *CURRICULUM DESIGN; EDUCATIONAL FINANCE; *ELEMENTARY SCHOOL STUDENTS; ENGLISH; INSTRUCTIONAL MATERIALS; KINDERGARTEN CHILDREN; LEARNING THEORIES; *MEXICAN AMERICANS; PRESCHOOL CHILDREN; PROGRAM COSTS; SELF ESTEEM; SOCIOLINGUISTICS; SPANISH; STUDENT GROUPING; TUTORING

IDENTIFIER: LAS CRUCES; *PROJECT BEST

DESCRIPTIVE NOTE: 81P.

THIS CONTENT ANALYSIS SCHEDULE FOR THE ELEMENTARY SCHOOL BILINGUAL PROJECT OF LAS CRUCES, NEW MEXICO, PRESENTS INFORMATION ON THE HISTORY, FUNDING, AND SCOPE OF THE PROJECT. INCLUDED ARE SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND DOMINANT LANGUAGES OF STUDENTS AND THEIR INTERACTION. INFORMATION IS PROVIDED ON STAFF SELECTION AND THE LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT IS MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT, AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL. INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING, TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT. THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES, THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF EVALUATION. INSERTS INCLUDE A PARENT QUESTIONNAIRE, A DESCRIPTION OF TRAINING FOR PARAPROFESSIONALS, AND SAMPLES OF INSTRUCTIONAL MATERIALS DEVELOPED BY THE PROGRAM. (SK)

ACCESSION NUMBER: ED074377

PUBLICATION DATE: 2 JUL 71

TITLE: CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS: POMONA BILINGUAL LEADERSHIP PROGRAM.

PERSONAL AUTHOR: GLICK, TOBY

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; BILINGUALISM; COGNITIVE DEVELOPMENT; *CONTENT ANALYSIS; *CURRICULUM DESIGN; EDUCATIONAL FINANCE; ENGLISH; *JUNIOR HIGH SCHOOL STUDENTS; LEARNING THEORIES; *MEXICAN AMERICANS; PROGRAM COSTS; SELF ESTEEM; SOCIOLINGUISTICS; SPANISH; STUDENT GROUPING; TUTORING

IDENTIFIER: CALIFORNIA; POMONA; *PROJECT BEST

DESCRIPTIVE NOTE: 38P.

THIS CONTENT ANALYSIS SCHEDULE FOR THE POMONA BILINGUAL LEADERSHIP PROGRAM OF POMONA, CALIFORNIA, PRESENTS INFORMATION ON THE HISTORY, FUNDING, AND SCOPE OF THE PROJECT. INCLUDED ARE SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND DOMINANT LANGUAGES OF STUDENTS AND THEIR INTERACTION. INFORMATION IS PROVIDED ON STAFF SELECTION AND THE LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT IS MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT, AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL. INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING, TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT. THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES, THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF EVALUATION. INSERTS INCLUDE INFORMATION ON STAFF DEVELOPMENT PROCEDURES, PROGRAM DESIGN, OPERATIONAL PROCEDURES, COMMUNITY INVOLVEMENT, AND ADVISORY COMMITTEE FUNCTIONS. (SK)

ACCESSION NUMBER: ED074879

BEST COPY AVAILABLE

PUBLICATION DATE: JUL 72

TITLE: CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS: COLORADO CITY CENTER TO AID BILINGUAL EDUCATION.

PERSONAL AUTHOR: ZAJIC, VLAD; SHORE, MARIETTA SARAVIA

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; BILINGUALISM; COGNITIVE DEVELOPMENT; *CONTENT ANALYSIS; *CURRICULUM DESIGN; EDUCATIONAL FINANCE; *ELEMENTARY SCHOOL STUDENTS; ENGLISH; KINDERGARTEN CHILDREN; LEARNING THEORIES; *MEXICAN AMERICANS; PRESCHOOL CHILDREN; PROGRAM COSTS; SELF ESTEEM; SOCIOLINGUISTICS; SPANISH; STUDENT GROUPING; TUTORING

IDENTIFIER: COLORADO CITY; *PROJECT BEST

DESCRIPTIVE NOTE: 34P.

THIS CONTENT ANALYSIS SCHEDULE FOR THE COLORADO CITY CENTER TO AID BILINGUAL EDUCATION PRESENTS INFORMATION ON THE HISTORY, FUNDING, AND SCOPE OF THE PROJECT. INCLUDED ARE SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND DOMINANT LANGUAGES OF STUDENTS AND THEIR INTERACTION. INFORMATION IS PROVIDED ON STAFF SELECTION AND THE LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT IS MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT, AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL. INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING, TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT. THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES, THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF EVALUATION. INSERTS INCLUDE ADDITIONAL INFORMATION ON SUGGESTED INSTRUCTIONAL MATERIALS AND COMMUNITY AND PARENT INVOLVEMENT. (SK)

ACCESSION NUMBER: ED074880

PUBLICATION DATE: JUN 72

TITLE: CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS: DEL VALLE BILINGUAL EDUCATION PROGRAM.

PERSONAL AUTHOR: EHRLICH, ROSELIN; SHORE, MARIETTA SARAVIA

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; BILINGUALISM; COGNITIVE DEVELOPMENT; *CONTENT ANALYSIS; CURRICULUM DESIGN; EDUCATIONAL FINANCE; *ELEMENTARY SCHOOL STUDENTS; ENGLISH; *JUNIOR HIGH SCHOOL STUDENTS; LEARNING THEORIES; *MEXICAN AMERICANS; PROGRAM COSTS; SELF ESTEEM; SOCIOLINGUISTICS; SPANISH; SPANISH SPEAKING; STUDENT GROUPING; TUTORING

IDENTIFIER: DEL VALLE; *PROJECT BEST; TEXAS

DESCRIPTIVE NOTE: 29P.

THIS CONTENT ANALYSIS SCHEDULE FOR THE DEL VALLE BILINGUAL EDUCATION PROGRAM OF DEL VALLE, TEXAS, PRESENTS INFORMATION ON THE HISTORY, FUNDING, AND SCOPE OF THE PROJECT. INCLUDED ARE SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND DOMINANT LANGUAGES OF STUDENTS AND THEIR INTERACTION. INFORMATION IS PROVIDED ON STAFF SELECTION AND THE LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT IS MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT, AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL. INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING, TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT. THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES, THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF EVALUATION. AN INSERT INCLUDES INFORMATION ON INSTRUCTIONAL MATERIALS. (SK)

ACCESSION NUMBER: ED074882

PUBLICATION DATE: MAR 72

TITLE: CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS: ADAPTATIONS OF BILINGUAL EDUCATION.

PERSONAL AUTHOR: HESS, RICHARD T.

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; BILINGUALISM; COGNITIVE DEVELOPMENT; *CONTENT ANALYSIS; *CURRICULUM DESIGN; EDUCATIONAL FINANCE; ENGLISH; *JUNIOR HIGH SCHOOL STUDENTS; LEARNING THEORIES; *MEXICAN AMERICANS; PROGRAM COSTS; SELF ESTEEM; SOCIOLINGUISTICS; SPANISH; STUDENT GROUPING; TUTORING

IDENTIFIER: CALIFORNIA; ORANGE; *PROJECT BEST

DESCRIPTIVE NOTE: 40P.

THIS CONTENT ANALYSIS SCHEDULE FOR ADAPTATIONS OF BILINGUAL EDUCATION OF ORANGE, CALIFORNIA, PRESENTS INFORMATION ON THE HISTORY, FUNDING, AND SCOPE OF THE PROJECT. INCLUDED ARE SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND DOMINANT LANGUAGES OF STUDENTS AND THEIR INTERACTION. INFORMATION IS PROVIDED ON STAFF SELECTION AND THE LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT IS MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT, AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL. INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING, TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT. THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES, THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF EVALUATION. INSERTS INCLUDE INFORMATION ON PERSONNEL, STUDENT ABILITY LEVELS, AND COUNSELING. (SK)

ACCESSION NUMBER: ED075106

PUBLICATION DATE: JAN 70

TITLE: A BILINGUAL APPROACH: EDUCATION FOR UNDERSTANDING. LEADERSHIP REPORT.

DESCRIPTOR: *ANGLO AMERICANS; *BILINGUAL EDUCATION; *CULTURAL INTERRELATIONSHIPS; DEMONSTRATION PROGRAMS; INTERGROUP EDUCATION; LEADERSHIP QUALITIES; *MEXICAN AMERICANS; STUDENT NEEDS

DESCRIPTIVE NOTE: 22P.

THE STORY OF THE BILINGUAL EDUCATION PROGRAM IN THE UNITED CONSOLIDATED SCHOOL DISTRICT (UCSD) OF WEBB COUNTY, TEXAS, BEGAN WITH TESTIMONY GIVEN BY WITNESSES AT THE U.S. COMMISSION ON CIVIL RIGHTS' SAN ANTONIO HEARING (DECEMBER 9-14, 1968). THIS TESTIMONY DEALT WITH THE DEVASTING EFFECT OF COMMON EDUCATIONAL PRACTICES UPON MEXICAN AMERICAN CHILDREN IN THE SOUTHWEST. THE LAST WITNESS, HOWEVER, WAS THE UCSD SUPERINTENDENT WHO DESCRIBED HIS DISTRICT'S BILINGUAL PROGRAM, ITS CONCEPTION, AND THE RESULTS. THE PROGRAM WAS DESIGNED: (1) TO ENABLE THE SPANISH SPEAKING CHILD TO PROGRESS NORMALLY BY INSTRUCTION IN HIS NATIVE TONGUE WHILE, AT THE SAME TIME, TEACHING HIM THE ENGLISH LANGUAGE; (2) TO TAKE ADVANTAGE OF HIS KNOWLEDGE OF SPANISH LANGUAGE AND CULTURE TO BROADEN THE EDUCATION OF ALL OF THE CHILDREN, INCLUDING ANGLOS; AND (3) TO CREATE AN ATMOSPHERE IN THE CLASSROOM CONDUCIVE TO MORE WHOLESOME SELF-CONCEPTS AND RELATIONSHIPS AMONG THE STUDENTS. INCLUDED WERE EXAMPLES OF THE LEADERSHIP EXHIBITED BY THIS DISTRICT AND SUGGESTIONS FOR OTHER DISTRICTS ATTEMPTING BILINGUAL EDUCATION PROGRAMS, SOLICITING SUPPORT FROM THE COMMUNITY AND BEGINNING THE PROGRAM ALTHOUGH CONDITIONS MAY NOT BE IDEAL. (HBC)

AVAILABILITY: SOUTHWEST INTERGROUP RELATIONS COUNCIL, INC., 1503 GUADALUPE, SUITE 206, AUSTIN, TEXAS 78701 ($0.20, BULK RATES ON REQUEST)

ACCESSION NUMBER: ED075107

PUBLICATION DATE: MAY 71

TITLE: SURVEY OF MINORITY PARTICIPATION ON MICHIGAN NEWSPAPERS AND IN MICHIGAN SCHOOLS OF JOURNALISM. RESEARCH REPORT NO. 9.

PERSONAL AUTHOR: ADAMS, MILTON N., COMP.

DESCRIPTOR: AMERICAN INDIANS; *HIGHER EDUCATION; *JOURNALISM; MEXICAN AMERICANS; *MINORITY GROUPS; NEGROES; *NEWSPAPERS; *PARTICIPATION

DESCRIPTIVE NOTE: 6P.

MAIL SURVEYS WERE CONDUCTED TO DETERMINE MINORITY PARTICIPATION ON THE 56 DAILY NEWSPAPERS IN MICHIGAN AND THE NUMBER OF MINORITY GROUP STUDENTS ENROLLED IN ACCREDITED 4-YEAR JOURNALISM PROGRAMS AT THE 5 MICHIGAN UNIVERSITIES. QUESTIONNAIRES WERE SENT TO THE MANAGING EDITOR OF EACH NEWSPAPER REQUESTING THE NUMBER OF FULL-TIME EMPLOYEES AND THE NUMBER OF BLACKS, MEXICAN AMERICANS, AND AMERICAN INDIANS EMPLOYED AS NEWS EXECUTIVES, DESKMEN, REPORTERS, AND PHOTOGRAPHERS. QUESTIONNAIRES WERE ALSO SENT TO THE 5 JOURNALISM DEPARTMENT CHAIRMEN REQUESTING THE NUMBER OF STUDENTS ENROLLED IN THEIR PROGRAMS AND THE NUMBER OF BLACKS, MEXICAN AMERICANS, AND AMERICAN INDIANS. IT WAS FOUND THAT MINORITY PARTICIPATION ON MICHIGAN NEWSPAPERS WAS LOW IN PROPORTION TO THE MINORITY POPULATIONS IN THE STATE. BLACK PARTICIPATION IN THE MICHIGAN PRESS WAS 2.2% WHILE THE BLACK POPULATION REPRESENTED 11% OF THE STATE POPULATION. MEXICAN AMERICANS AND AMERICAN INDIANS HAD NO REPRESENTATION AT ALL IN THE NEWS MEDIA. A SUGGESTED SOLUTION TO THIS PROBLEM WAS THAT THE JOURNALISM SCHOOLS CONTINUE TO ACTIVELY RECRUIT MINORITY STUDENTS. (PS)

ACCESSION NUMBER: ED075113

PUBLICATION DATE: 72

TITLE: OCCUPIED AMERICA. THE CHICANO'S STRUGGLE TOWARD LIBERATION.

PERSONAL AUTHOR: ACUNA, RODOLFO

DESCRIPTOR: ACTIVISM; ANGLO AMERICANS; BRACEROS; CATHOLICS; DISCRIMINATORY LEGISLATION; LABOR CONDITIONS; LABOR UNIONS; *LAND SETTLEMENT; *MEXICAN AMERICAN HISTORY; MIGRATION PATTERNS; *RACISM; RELIGIOUS CONFLICT; SOCIAL PROBLEMS; *SOCIOECONOMIC INFLUENCES; *UNITED STATES HISTORY

IDENTIFIER: *SOUTHWEST

DESCRIPTIVE NOTE: 282P.

COVERING THE PERIOD FROM 1819 TO THE PRESENT, THIS BOOK PRESENTS THE HISTORY OF CHICANOS IN THE UNITED STATES WITH EMPHASIS ON THE SOUTHWEST. THE MONOGRAPH IS DIVIDED INTO 2 PARTS: (1) THE U.S. CONQUEST OF THE SOUTHWEST DURING THE 19TH CENTURY AND (2) THE EXPERIENCES OF CHICANOS IN THE 20TH CENTURY. IN PART I, THE HISTORICAL MYTH THAT THE ANGLO AMERICAN PEOPLE BROUGHT DEMOCRACY TO THE SOUTHWEST AND "LIBERATED" THE AREA FROM MEXICAN TYRANNY IS CHALLENGED BY GIVING A HISTORICAL OVERVIEW OF THE U.S. SOUTHWEST. THIS OVERVIEW COVERS THE CONQUEST OF MEXICO, THE MEXICAN-AMERICAN WAR, THE METHODS OF COLONIZATION IN THE SOUTHWEST, AND INSTANCES OF MEXICAN RESISTANCE AGAINST THEIR OPPRESSORS. THE CONQUEST AND COLONIZATION OF TEXAS, NEW MEXICO, ARIZONA, AND CALIFORNIA ARE DISCUSSED IN SEPARATE CHAPTERS. PART II, "A RADICAL VIEW OF THE 20TH CENTURY CHICANO," DISCUSSES THE IMPORTATION OF MEXICANS, THEIR MIGRATION PATTERNS, PUBLIC OPINION TOWARDS THEIR IMMIGRATION, LEGISLATION PERTAINING TO MEXICANS, AND EDUCATION AND RELIGION IN RELATION TO THE MEXICANS. SEVERAL LABOR STRIKES, SUCH AS THE CANTALOUPE STRIKE, THE DI GIORGIO STRIKE, AND THE SAN ANTONIO PECAN SHELLERS' STRIKE, ARE DISCUSSED, ALONG WITH THE ATTEMPTS BY THE CHICANOS TO UNIONIZE. THE CHICANO MOVEMENT IS ALSO REVIEWED FROM ITS BEGINNING TO THE PRESENT. A SUBJECT INDEX IS PROVIDED. (NQ)

AVAILABILITY: HARPER & ROW PUBLISHERS, CANFIELD PRESS, 850 MONTGOMERY STREET, SAN FRANCISCO, CALIF. 94133 ($3.95)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED075117

PUBLICATION DATE: FEB 73

TITLE: MEXICAN AMERICAN YOUTH AND VOCATIONAL EDUCATION IN TEXAS: SUMMARY AND RECOMMENDATIONS. INSTBBB02780

PERSONAL AUTHOR: SCHULMAN, SAM; AND OTHERS

DESCRIPTOR: *CAREER CHOICE; COMMUNITY ATTITUDES; DROPOUT ATTITUDES; EMPLOYER ATTITUDES; *HIGH SCHOOL GRADUATES; *MEXICAN AMERICANS; *OCCUPATIONAL SURVEYS; PARENT REACTION; TRADE AND INDUSTRIAL EDUCATION; *VOCATIONAL EDUCATION

IDENTIFIER: *TEXAS

DESCRIPTIVE NOTE: 66P.

INCLUDED IN THIS PUBLICATION IS A SUMMARY OF PRINCIPAL FINDINGS AND RECOMMENDATIONS OF THE REPORT ENTITLED "MEXICAN AMERICAN YOUTH AND VOCATIONAL EDUCATION IN TEXAS." THE SUMMARY INDICATES THAT THE MEXICAN AMERICAN IN TEXAS IS MORE ECONOMICALLY AND EDUCATIONALLY DISADVANTAGED THAN HIS ANGLO AMERICAN COUNTERPART. IT IS FURTHER CONCLUDED THAT, WHILE THE PATTERN OF DEPRIVATION IS SIMILAR IN ALL PARTS OF THE STATE, THE INTENSITY OF DEPRIVATION VARIES FROM REGION TO REGION. DEMOGRAPHIC DATA; THE SELECTION PROCEDURE; AND ATTITUDES TOWARD LIFE, SCHOOL, CULTURAL ORIENTATIONS, AND VOCATIONAL EDUCATION (VE) ARE DISCUSSED FOR STUDENTS, VE GRADUATES, DROPOUTS, EMPLOYERS, PARENTS, AND COMMUNITY AND SCHOOL PERSONNEL IN THE SUMMARY SECTION. IN THE RECOMMENDATIONS SECTION IS A DISCUSSION OF "THE MANPOWER BACKGROUND." IT IS INDICATED THAT MEXICAN AMERICANS ARE POORLY REPRESENTED IN THE STATEWIDE LABOR FORCE AND THAT, HISTORICALLY, THERE HAS BEEN A GAP BETWEEN DEVELOPING JOBS AND VOCATIONAL PATTERNS WHICH WOULD AFFECT ALL VE STUDENTS, ESPECIALLY THE MEXICAN AMERICAN VE STUDENTS. GENERAL RECOMMENDATIONS ARE MADE IN THE AREAS OF CAREER EDUCATION, THE ORGANIZATION AND PLANNING OF VOCATIONAL PROGRAMS, POST-SECONDARY VOCATIONAL/TECHNICAL EDUCATION, AND COMMUNICATION. SOME AREAS IN WHICH SPECIFIC RECOMMENDATIONS ARE MADE INCLUDE THE RETARDATION OF EDUCATIONAL ACHIEVEMENTS, THE SPANISH LANGUAGE, BICULTURAL COURSES, THE TRACKING OF STUDENTS, ROLE MODELS, AND AGRICULTURAL MIGRANTS. (HBC)

ACCESSION NUMBER: ED075122

PUBLICATION DATE: 72

TITLE: I AM JOAQUIN. YO SOY JOAQUIN. AN EPIC POEM WITH A CHRONOLOGY OF PEOPLE AND EVENTS IN MEXICAN AND MEXICAN AMERICAN HISTORY.

PERSONAL AUTHOR: GONZALES, RODOLFO

DESCRIPTOR: AMERICAN INDIANS; *CULTURAL BACKGROUND; *CULTURE CONFLICT; *EPICS; *MEXICAN AMERICAN HISTORY; MEXICANS; *POETRY

DESCRIPTIVE NOTE: 122P.

BOTH SPANISH AND ENGLISH VERSIONS OF THE EPIC POEM "I AM JOAQUIN" ARE GIVEN IN THIS BOOK. "I AM JOAQUIN" IS THE FIRST WORK OF POETRY TO BE PUBLISHED BY CHICANOS FOR CHICANOS. IT IS A HISTORICAL ESSAY OF THE GREATNESS AND WEAKNESS OF THE CHICANO PEOPLE. THEIR PSYCHOLOGICAL WOUNDS, CULTURAL GENOCIDE, SOCIAL CASTRATION, NOBILITY, COURAGE, DETERMINATION, AND FORTITUDE TO MOVE ON TO MAKE NEW HISTORY ARE DEPICTED IN THIS EPIC POEM. A CHRONOLOGY OF PEOPLE AND EVENTS FROM MEXICAN AND MEXICAN AMERICAN HISTORY IS GIVEN FOR USE PRIMARILY AS A GUIDE TO REFERENCES MADE IN THE POEM. (NQ)

AVAILABILITY: TOTINEM PUBLISHING CO., 4036 MURRISON, DENVER, COLO. 80219 ($1.25 PLUS SHIPPING)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED075124

PUBLICATION DATE: 66

TITLE: LINKAGES OF MEXICO AND THE UNITED STATES. STUDY BASED ON MODIFIED PROBABILITY SAMPLES OF RURAL MICHIGAN, THE U.S. GENERAL PUBLIC, SPANISH-SPEAKING LATINOS OF THE SOUTHWESTERN UNITED STATES, URBAN MEXICO, AND RURAL MEXICO.

PERSONAL AUTHOR: LOOMIS, CHARLES P.; AND OTHERS

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *ANGLO AMERICANS; ATTITUDE TESTS; *CROSS CULTURAL STUDIES; CULTURAL DIFFERENCES; CULTURE CONTACT; *ETHNIC RELATIONS; MASS MEDIA; *MEXICAN AMERICANS; *MEXICANS; PROBABILITY; RACE RELATIONS; RURAL AREAS; SAMPLING; SOCIAL EXCHANGE THEORY; TABLES (DATA)

IDENTIFIER: *MEXICO; SOUTHWEST

DESCRIPTIVE NOTE: 90P.

A NUMBER OF HYPOTHESES DERIVED FROM SOCIOLOGICAL THEORY AND FROM PREVIOUS RESEARCH CONCERNING THE POTENTIAL COLLABORATION OF CITIZENS OF THE UNITED STATES AND MEXICO WERE TESTED. INCLUDED IN THE SAMPLES WERE 1,528 INTERVIEWS FROM THE UNITED STATES GENERAL PUBLIC; 306 INTERVIEWS FROM RURAL PERSONS RESIDING IN PLACES OF 2,500 OR LESS IN MICHIGAN; 105 INTERVIEWS WITH SPANISH-SPEAKING INFORMANTS IN THE STATES OF ARIZONA, CALIFORNIA, COLORADO, NEW MEXICO, AND TEXAS; 1,126 INTERVIEWS WITH INFORMANTS IN URBAN MEXICO; AND 288 FROM RURAL MEXICO, OR FROM VILLAGES AND TOWNS OF BETWEEN 100 AND 2,500 POPULATION. THE FINDINGS ARE DISCUSSED UNDER THE FOLLOWING CHAPTER TITLES: "FACTORS OF KNOWLEDGE AND MASS COMMUNICATION," "ACTUAL BEHAVIORAL LINKAGES," "ATTITUDES TOWARD THE ACROSS THE BORDER COUNTRY AND TOWARD LINKAGES WITH THAT COUNTRY," "DESIRE FOR LINKAGE AND COLLABORATION: ITS PREDICTABILITY AND EXPLANATION," AND "THE MEANING OF THE LINKAGE-CONTRASTS OF MEXICO AND THE UNITED STATES." IT WAS CONCLUDED THAT IN ALL SAMPLES, INFORMANTS WITH MORE FORMAL EDUCATION HAD HIGHER MEAN SCORES MEASURING THEIR CONTACTS IN ACROSS THE BORDER AND ANGLO-LATINO RELATIONS THAN DID THOSE WITH LOW EDUCATIONAL ATTAINMENT. IT WAS ALSO FOUND THAT HIGHER EDUCATIONAL ATTAINMENT WAS LESS FREQUENTLY CONCOMITANT WITH HIGH INTERACTION BETWEEN ANGLOS AND LATINOS IN INTERACTION ARENAS, SUCH AS CHURCH, FORMAL GROUPS, NEIGHBORHOODS, AND WORK PLACES, THAN IT WAS FOR OTHER FORMS OF INTERACTION. (HBC)

ACCESSION NUMBER: ED075126

PUBLICATION DATE: 73

TITLE: MEXICAN-AMERICAN SELF-CONCEPT AND EDUCATIONAL ACHIEVEMENT: THE EFFECTS OF ETHNIC ISOLATION AND SOCIO-ECONOMIC DEPRIVATION.

PERSONAL AUTHOR: FELICE, LAWRENCE G.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; ACHIEVEMENT TESTS; ANGLO AMERICANS; *CULTURAL ISOLATION; *EQUAL EDUCATION; HIGH SCHOOL STUDENTS; JUNIOR HIGH SCHOOL STUDENTS; *MEXICAN AMERICANS; NEGRO YOUTH; SCHOOL ENVIRONMENT; *SCHOOL INTEGRATION; SELF CONCEPT; SOCIOECONOMIC STATUS; STATISTICAL ANALYSIS; TABLES (DATA)

IDENTIFIER: TEXAS; *WACO

DESCRIPTIVE NOTE: 26P.; PAPER PREPARED FOR THE ANNUAL MEETINGS OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (NEW ORLEANS, LOUISIANA, FEBRUARY 25-MARCH 1, 1973)

THE PURPOSE OF THIS STUDY WAS TO EVALUATE THE RELATIVE IMPORTANCE OF SCHOOL SOCIOECONOMIC AND RACIAL-ETHNIC CONTEXT FOR MEXICAN AMERICAN STUDENT ACHIEVEMENT AND DROPOUT BEHAVIOR. DATA REPORTED IN THIS PAPER WERE OBTAINED FROM THE FIRST PART OF A LARGER 3-YEAR PANEL STUDY EVALUATING THE EFFECTS OF COURT-ORDERED BUSING ON MAJORITY AND MINORITY STUDENT ACHIEVEMENT. THE SAMPLE CONSISTED OF 860 7TH TO 12TH GRADE STUDENTS IN PUBLIC SCHOOLS IN WACO, TEXAS, AND A RANDOM SAMPLE OF 380 DROPOUTS FROM THE WACO PUBLIC SCHOOLS DURING THE 1970-71 SCHOOL YEAR. THE SPECIFIC VARIABLES IDENTIFIED WERE SELF-CONCEPT, RACIAL/ETHNIC MEMBERSHIP, FAMILY SOCIOECONOMIC STATUS, MEASURED I.Q. SCORE, PARENTAL AUTHORITY STRUCTURE, ACHIEVEMENT VALUE ORIENTATION, SCHOOL RACIAL/ETHNIC CLIMATE, SCHOOL SOCIOECONOMIC CLIMATE, SCHOOL STATUS-INSCHOOL/DROPOUT, AND COMPOSITE ACHIEVEMENT SCORE. IT WAS CONCLUDED THAT SCHOOL RACIAL-ETHNIC CLIMATE EXERCISED THE LARGEST EFFECT ON VARIANCE IN MEXICAN AMERICAN ACHIEVEMENT TEST SCORES. WITH ALL OTHER FACTORS CONTROLLED, MEXICAN AMERICAN ACHIEVEMENT SCORES WERE HIGHER IN DESEGREGATED SCHOOL CLIMATES WHILE ANGLO ACHIEVEMENT SCORES WERE HIGHER IN SEGREGATED FACILITIES. THE FACTOR WHICH EXERCISED THE SECOND LARGEST EFFECT ON MEXICAN AMERICAN ACHIEVEMENT WAS SELF-CONCEPT, FOLLOWED CLOSELY BY MEASURED I.Q. IT WAS FURTHER CONCLUDED THAT SEGREGATED SCHOOL CLIMATES PRODUCED MORE MEXICAN AMERICAN DROPOUTS WHILE DESEGREGATED SCHOOL CLIMATES PRODUCED MORE ANGLO DROPOUTS. (HBC)

ACCESSION NUMBER: ED075128 **BEST COPY AVAILABLE**

PUBLICATION DATE: APR 73

TITLE: USE OF SPANISH AND ASPIRATIONS FOR SOCIAL MOBILITY AMONG CHICANOS: A SYNTHESIS AND EVALUATION OF TEXAS AND COLORADO FINDINGS.

PERSONAL AUTHOR: KUVLESKY, WILLIAM P.

DESCRIPTOR: ACADEMIC ASPIRATION: *COMPARATIVE ANALYSIS: GRADE 10; GRADE 12; *HIGH SCHOOL STUDENTS; JUNIOR HIGH SCHOOL STUDENTS; *LANGUAGE PATTERNS; *LANGUAGE USAGE; *MEXICAN AMERICANS; RURAL URBAN DIFFERENCES; SEX DIFFERENCES; SPANISH SPEAKING; TABLES (DATA)

DESCRIPTIVE NOTE: 31P.; PAPER PRESENTED AT THE ROCKY MOUNTAIN SOCIAL SCIENCE ASSOCIATION MEETING (LARAMIE, WYOMING, APRIL 1973)

THE FINDINGS OF 3 STUDIES ON THE PATTERNS OF USE OF SPANISH AMONG MEXICAN AMERICAN BOYS AND GIRLS AND THE RELATIONSHIP BETWEEN AN INDEX OF USE OF SPANISH AND LEVEL OF ASPIRATION WERE COMPARED IN THIS PAPER. THE STUDIES WERE CONDUCTED IN SOUTH TEXAS DURING THE SPRING OF 1967, IN EL PASO DURING THE SPRING OF 1973, AND IN SOUTHERN COLORADO DURING THE SPRING OF 1969. THE SAMPLE USED IN THE SOUTH TEXAS STUDY CONSISTED OF 596 SOPHOMORE CHICANOS FROM 7 RURAL HIGH SCHOOLS IN 4 COUNTIES CLOSE TO THE MEXICAN BORDER. IN THE EL PASO STUDY, 310 MEXICAN AMERICAN SOPHOMORES AND SENIORS IN 12 METROPOLITAN SCHOOLS IN THE EL PASO AND YSLETA SCHOOL DISTRICTS WERE INTERVIEWED. THE COLORADO STUDY USED 667 MEXICAN AMERICAN STUDENTS FROM 11 RURAL JUNIOR AND SENIOR HIGH SCHOOLS. THE SUBJECTS WERE ASKED TO RESPOND TO A QUESTIONNAIRE ON THE USE OF SPANISH. THE COMPARISON OF THE FINDINGS INDICATED (1) THAT THE CHICANO YOUTHS IN COLORADO USE SPOKEN SPANISH LESS BUT READ MORE IN MASS SPANISH LANGUAGE PUBLICATIONS, (2) THAT THE TEXAS CHICANOS USE MORE SPOKEN SPANISH BUT READ LESS IN MASS SPANISH LITERATURE, AND (3) THAT THE USE OF SPANISH OVER ENGLISH IS NOT MEANINGFULLY RELATED TO THE LEVELS OF ASPIRATION. THE FINDINGS OF EACH STUDY ARE PRESENTED IN TABULAR FORM. RELATED DOCUMENTS ARE ED 023 511, ED 023 512, ED 040 777, ED 051 943, AND ED 053 852. (NQ)

ACCESSION NUMBER: ED075136

PUBLICATION DATE: 72

TITLE: CULTURAL IDENTITY: AN APPROACH TO PREVENTING DELINQUENCY AMONG CHICANOS.

PERSONAL AUTHOR: LEE, DAVID LOPEZ

DESCRIPTOR: BILINGUALISM; COUNSELING; CULTURAL AWARENESS; *CULTURAL EDUCATION; *DELINQUENCY PREVENTION; *EDUCATIONAL PROGRAMS; *ELEMENTARY SCHOOL STUDENTS; *MEXICAN AMERICANS; SELF CONCEPT; TUTORIAL PROGRAMS

IDENTIFIER: *ARRIBA

DESCRIPTIVE NOTE: 45P.

THE SECOND OF A 3-YEAR JUVENILE DELINQUENCY PREVENTION PROGRAM, ARRIBA, INVOLVED 90 PRE-DELINQUENT CHICANO YOUTHS (AGES 8 TO 13). THE GENERAL THESIS OF THE PROGRAM WAS THAT THESE YOUTHS, PROVIDED WITH AN EDUCATIONAL/TUTORIAL AND CULTURALLY SUPPORTIVE PROGRAM ADMINISTERED BY BILINGUAL CHICANOS, WILL HAVE A LOWER LIKELIHOOD FOR DELINQUENT BEHAVIOR THAN CHILDREN NOT IN SUCH A PROGRAM. THE CONTROL GROUP CONSISTED OF 100 CHILDREN OF THE SAME AGE. THE EXPERIMENTAL GROUP MET 2 HOURS A DAY, TWICE A WEEK. THE FIRST HOUR WAS DEVOTED TO CULTURAL EDUCATION AND THE SECOND PRIMARILY TO RECREATIONAL ACTIVITIES. DURING THE SECOND HOUR, THE CHILDREN WERE TAKEN 1 TO 3 AT A TIME TO BE COUNSELED OR TUTORED. THEY MET IN LEARNING CENTERS, PARTITIONED TO MINIMIZE DISTRACTIONS. SELF-AWARENESS SESSIONS WERE OFTEN INCLUDED. CRITICISM WAS AVOIDED AND THE CHILD WAS ALLOWED TO EXPRESS HIS FEELINGS. FINDINGS INDICATED: (1) THAT DELINQUENCY DECLINED IN THE AREA SERVICED BY ARRIBA, (2) THAT SELF-CONCEPTS OF ARRIBA YOUTHS SIGNIFICANTLY IMPROVED, (3) THAT ARRIBA YOUTHS MADE SIGNIFICANT ACADEMIC GAINS, (4) THAT ARRIBA YOUTHS MADE POSITIVE GAINS AS INDICATED BY TEACHER ASSESSMENTS, AND (5) THAT GRAFITTI ON COMMUNITY PROPERTY APPARENTLY DECLINED. THESE FINDINGS ARE SHOWN IN TABULAR FORM. (NQ)

ACCESSION NUMBER: ED075142

PUBLICATION DATE: SEP 69

BEST COPY AVAILABLE

TITLE: THE EDUCATION OF THE CULTURALLY DIFFERENT: A MULTI-CULTURAL APPROACH. A HANDBOOK FOR EDUCATORS.

PERSONAL AUTHOR: FORBES, JACK D.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; AMERICAN INDIANS; ANGLO AMERICANS; COMMUNITY INVOLVEMENT; *COMPENSATORY EDUCATION; *CULTURAL DIFFERENCES; *EDUCATION; HETEROGENEOUS GROUPING; INDIVIDUAL DIFFERENCES; *LOW INCOME GROUPS; MEXICAN AMERICANS; *MINORITY GROUPS; NEGROES

DESCRIPTIVE NOTE: 65P.; REVISED EDITION

IT IS IMPORTANT THAT THE CULTURALLY DIFFERENT PUPIL BE DISTINGUISHED FROM THE "CULTURALLY DISADVANTAGED" STUDENT. DIFFERENT DOES NOT NECESSARILY MEAN DISADVANTAGED; THE MONO-CULTURAL ORIENTATION OF SCHOOLS IN THE UNITED STATES HAS PERHAPS NEEDLESSLY CREATED EDUCATIONAL DISADVANTAGES FOR ALL PUPILS. THE REACTION OF EDUCATORS TO THE PROBLEMS OF UNDER-ACHIEVEMENT AND ALIENATION AS THEY RELATE TO RACIAL AND CULTURAL MINORITY GROUPS HAS IN THE PAST BEEN TO INTENSIFY THE USE OF TRADITIONAL APPROACHES. HOWEVER, THE SPECIAL EDUCATIONAL PROBLEMS OF CULTURALLY DIFFERENT POPULATIONS REQUIRE A NEW APPROACH, AND THE MINORITY GROUPS THEMSELVES HAVE VERY DEFINITE IDEAS ABOUT HOW THE SCHOOL SHOULD REACT TO MULTICULTURAL SITUATIONS. THESE GROUPS BELIEVE THAT THE CULTURALLY HETEROGENEOUS SCHOOL IS NOT TOTALLY DEPENDENT ON PEDAGOGICAL NEEDS BUT MUST ALSO BE BASED ON DEMOCRACY AND INDIVIDUAL FREEDOM. THE PROBLEM OF THE EDUCATION OF THE CULTURALLY DIFFERENT IS THE PROBLEM OF EDUCATING ALL PUPILS IN SUCH A WAY THAT THE SCHOOL IS BOTH RELEVANT TO THE INDIVIDUAL AND TO THE FULL HERITAGE OF THE REGION AND OF THE NATION. A RELATED DOCUMENT IS ED 013 698. (PS)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U. S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D. C. 20402 ($0.35)

ACCESSION NUMBER: ED0751[illegible]3

PUBLICATION DATE: APR 73

TITLE: PERSONS OF SPANISH ORIGIN IN THE UNITED STATES: MARCH 1972 AND 1971. POPULATION CHARACTERISTICS. CURRENT POPULATION REPORTS.

PERSONAL AUTHOR: SERAILE, ELMORE J.; AND OTHERS

DESCRIPTOR: *CENSUS FIGURES; *DEMOGRAPHY; EDUCATION; ETHNIC GROUPS; INCOME; *SOCIOECONOMIC STATUS; *SPANISH SPEAKING; *STATISTICAL DATA

DESCRIPTIVE NOTE: 39P.

BASED ON DATA COLLECTED IN MARCH 1972 AND MARCH 1971 BY THE BUREAU OF CENSUS AS A SUPPLEMENT TO ITS MONTHLY CURRENT POPULATION SURVEY, THIS PUBLICATION REPORTS ON PERSONS OF SPANISH ORIGIN IN THE UNITED STATES. THE DATA WERE DERIVED FROM REPLIES TO A QUESTION ON ORIGIN OR DESCENT AND ON REPLIES TO ADDITIONAL QUESTIONS ON OTHER POPULATION CHARACTERISTICS. THE SAMPLE WAS SPREAD OVER 449 AREAS COMPRISING 863 COUNTIES AND INDEPENDENT CITIES WITH COVERAGE IN EACH OF THE 50 STATES AND THE DISTRICT OF COLUMBIA. THE ESTIMATING PROCEDURE USED INVOLVED THE INFLATION OF THE WEIGHTED SAMPLE RESULTS TO INDEPENDENT ESTIMATES OF THE CIVILIAN NONINSTITUTIONAL POPULATION OF THE UNITED STATES BY AGE, RECE, AND SEX. THE INDEPENDENT ESTIMATES WERE BASED ON STATISTICS FROM THE PREVIOUS DECENNIAL POPULATION CENSUS; STATISTICS OF BIRTHS, DEATHS, IMMIGRATION AND EMIGRATION; AND STATISTICS ON THE STRENGTH OF THE ARMED FORCES. THE TABLES GIVE STATISTICAL DATA ON SUCH CHARACTERISTICS AS DEMOGRAPHIC CHARACTERISTICS, AGE, SEX, USE OF THE SPANISH LANGUAGE IN THE HOME, FAMILY STATUS, SIZE OF FAMILIES, PLACE OF RESIDENCE, EDUCATIONAL ATTAINMENT, EMPLOYMENT STATUS, OCCUPATION GROUP, AND INCOME. DEMOGRAPHIC, SOCIAL, AND ECONOMIC CHARACTERISTICS ARE PRESENTED SEPARATELY AND IN SOME COMBINATIONS FOR PERSONS WHO IDENTIFIED THEMSELVES AS BEING OF MEXICAN, PUERTO RICAN, CUBAN, CENTRAL OR SOUTH AMERICAN, OR OTHER SPANISH ORIGIN. A RELATED DOCUMENT IS ED 047 849. (NQ)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U. S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D. C. 20402 ($1.25)

ACCESSION NUMBER: ED075145

PUBLICATION DATE: 71

TITLE: NATIONAL EDUCATION TASK FORCE DE LA RAZA. ANNUAL REPORT, 1971.

DESCRIPTOR: *ANNUAL REPORTS; COMMUNITY INVOLVEMENT; *CONSULTANTS; *EDUCATIONAL OPPORTUNITIES; *INSTITUTES (TRAINING PROGRAMS); *MEXICAN AMERICANS; WORKSHOPS

IDENTIFIER: *NATIONAL EDUCATION TASK FORCE DE LA RAZA

DESCRIPTIVE NOTE: 66P.

THE NATIONAL EDUCATION TASK FORCE DE LA RAZA USES LAY AND PROFESSIONAL PEOPLE OF MEXICAN DESCENT TO PROVIDE ROLE MODELS AND MOTIVATE STUDENTS AND TEACHERS TOWARD SELF-DEVELOPMENT AND COMMUNITY SERVICE. ITS MAJOR OBJECTIVES ARE TO: (1) PREPARE ITS MEMBERS AS EDUCATIONAL CATALYSTS AND CONSULTANTS; (2) ASSIST IN IDENTIFYING, RECRUITING, AND TRAINING CHICANOS FOR LEADERSHIP IN EDUCATION; (3) ESTABLISH SUITABLE AND EFFECTIVE TRAINING PROCEDURES AND ACTIVITIES FOR MEXICAN AMERICAN PERSONNEL; (4) CONDUCT TRAINING INSTITUTES FOR PROGRAM PLANNING, PROPOSAL DEVELOPMENT, PROJECT MANAGEMENT, EVALUATION, AND MONITORING FOR PROSPECTIVE EDUCATIONAL LEADERS; (5) IDENTIFY EDUCATIONAL TRAINING PROGRAMS AND ACTIVITIES WHICH MAY SERVE AS MODELS FOR MEXICAN AMERICAN COMMUNITIES; AND (6) IDENTIFY NEED IN CHICANO COMMUNITIES FOR IMPROVED EDUCATIONAL PROGRAMS AND SERVICES. THIS 1970-71 ANNUAL REPORT DISCUSSES THE VARIOUS TRAINING INSTITUTES HELD IN ALBUQUERQUE, SAN ANTONIO, CRYSTAL CITY, DENVER, LOS ANGELES, SACRAMENTO, AND DAVIS, CALIFORNIA TO ADVISE AND TRAIN CHICANOS OF ALL AGES AND PROFESSIONAL BACKGROUNDS. A FINANCIAL REPORT OF THE TASK FORCE'S EXPENDITURES AND A DETAILED ANALYSIS OF A PLAN FOR RESTRUCTURING THE TASK FORCE ARE INCLUDED. (NQ)

ACCESSION NUMBER: ED075146

PUBLICATION DATE: SEP 72

TITLE: LATINO AND ANGLO IN HOLLAND, MICHIGAN. A COMPARISON OF THEIR ECONOMIC, HOUSING AND EDUCATIONAL CHARACTERISTICS BASED ON DATA FROM THE 1970 U.S. CENSUS.

DESCRIPTOR: *COMPARATIVE ANALYSIS; *ECONOMICS; *EDUCATION; *HOUSING; MEXICAN AMERICANS; *SPANISH SPEAKING

IDENTIFIER: *MICHIGAN

DESCRIPTIVE NOTE: 10P.

THE REPORT IS A COMPARISON OF THE ECONOMIC, HOUSING, AND EDUCATIONAL STATUS OF LATIN AMERICANS AND ANGLOS BASED ON THE 1970 U.S. CENSUS. THIS REPORT PROVIDES FACTUAL DATA TO ORGANIZATIONS AND INSTITUTIONS IN NEED OF IT. THIS INCLUDES FIRMS ADOPTING AFFIRMATIVE ACTION EMPLOYMENT PROGRAMS, PRIVATE AND PUBLIC INSTITUTIONS, AND SOCIAL AGENCIES WHICH NEED SUCH DOCUMENTATION TO SUPPORT FUNDING APPLICATIONS. ANOTHER PURPOSE OF THE REPORT IS TO FURTHER MOTIVATE THE SOCIAL CONSCIENCE OF THE COMMUNITY TO REDUCE INEQUALITIES BETWEEN LATIN AND ANGLO AND TO PROMOTE INTEGRATION AND RECONCILIATION. THE REPORT IS PRESENTED IN A QUESTION AND ANSWER FORM. THE 22 QUESTIONS COVER SUCH AREAS AS: (1) WHAT PERCENT OF HOLLAND, MICHIGAN, RESIDENTS IN THE LABOR FORCE SPEAK SPANISH? (2) IS HOLLAND AN INTEGRATED COMMUNITY? (3) HOW DOES THE AVERAGE INCOME OF LATIN FAMILIES CONTRAST WITH THAT OF THE ENTIRE COMMUNITY? (4) DOES THE TYPICAL VALUE OF HOMES OWNED BY LATIN FAMILIES DIFFER MUCH FROM THE ESTIMATED VALUE OF THE AVERAGE OWNER IN HOLLAND? (5) ARE THERE DIFFERENCES IN THE FORMAL EDUCATION OF LATIN AMERICANS AND ANGLOS IN HOLLAND? (FF)

ACCESSION NUMBER: ED075152

PUBLICATION DATE: MAR 73

TITLE: TWO SCALES FOR THE MEASUREMENT OF MEXICAN-AMERICAN IDENTITY.

PERSONAL AUTHOR: TESKE, RAYMOND, JR.; NELSON, BARDIN H.

DESCRIPTOR: ATTITUDES; CORRELATION; EMPLOYMENT; *IDENTIFICATION (PSYCHOLOGICAL); *INTERACTION PROCESS ANALYSIS; *MALES; *MEASUREMENT TECHNIQUES; *MEXICAN AMERICANS; RATING SCALES; SOCIAL STATUS; SOCIOMETRIC TECHNIQUES; TABLES (DATA)

IDENTIFIER: *TEXAS

DESCRIPTIVE NOTE: 25P.; PAPER PRESENTED AT THE SOUTHWESTERN SOCIOLOGICAL SOCIETY MEETING, DALLAS, TEXAS, MARCH 1973

THE DEVELOPMENT OF SCALES TO MEASURE MEXICAN AMERICAN IDENTIFICATION WITH THEIR POPULATION IS DISCUSSED IN THIS PAPER. THE SCALES MEASURE (1) IDENTIFICATION WITH THE MEXICAN AMERICAN POPULATION USING ATTITUDINAL ITEMS (IDENTITY SCALE) AND (2) INTERACTION BEHAVIOR WITH THE MEXICAN AMERICAN POPULATION (INTERACTION SCALE). THE SAMPLE CONSISTED OF ALL SPANISH SURNAMED MALES EMPLOYED IN THE TEXAS COMMUNITIES OF WACO (SELECTED FOR PRETESTING), AUSTIN, MCALLEN, AND LUBBOCK. NAMES AND OCCUPATIONS OF SPANISH SURNAMED MALES WERE OBTAINED FROM THE CITY DIRECTORY. THEY WERE DIVIDED INTO OCCUPATIONS (LABOR, FARM, OR OTHER) AND 4 STATUS GROUPS. INDIVIDUALS WERE INTERVIEWED IN A RANDOM ORDER USING THE 16 ITEMS IN THE IDENTITY SCALE AND THE 19 IN THE INTERACTION SCALE. A PANEL OF 5 MEXICAN AMERICANS ACTIVE IN THEIR COMMUNITIES ASSISTED IN DEVELOPING THE INTERVIEW SCHEDULE AND SELECTING ITEMS FOR THE SCALES. TO DETERMINE SCALE VALIDITY, EACH PANEL MEMBER WAS ASKED TO EVALUATE THE RESPONDENTS' IDENTIFICATION WITH THE MEXICAN AMERICAN POPULATION. ITEM ANALYSIS AND INTERCORRELATION ARE ALSO DISCUSSED AND SCALE ITEMS ARE GIVEN. (NQ)

ACCESSION NUMBER: ED075153

PUBLICATION DATE: APR 73

TITLE: AN ANALYSIS OF STATUS MOBILITY PATTERNS AMONG MIDDLE-CLASS MEXICAN AMERICANS IN TEXAS. ANGLO INTERACTION INDEX. REPORT SIX.

PERSONAL AUTHOR: TESKE, RAYMOND, JR.; NELSON, BARDIN H.

DESCRIPTOR: *ANGLO AMERICANS; CORRELATION; IDENTIFICATION (PSYCHOLOGICAL); *INTERACTION PROCESS ANALYSIS; *MALES; *MEASUREMENT TECHNIQUES; *MEXICAN AMERICANS; MULTIPLE REGRESSION ANALYSIS; SOCIAL CLASS; SOCIAL MOBILITY; TABLES (DATA)

IDENTIFIER: *TEXAS

DESCRIPTIVE NOTE: 12P.

THE DEVELOPMENT OF A SCALE FOR MEASURING THE INTERACTION OF MEXICAN AMERICANS WITH ANGLOS (ANGLO INTERACTION INDEX) WAS DISCUSSED. THE SCALE WAS PART OF A LARGER INVESTIGATION ON STATUS MOBILITY AMONG MIDDLE-CLASS MEXICAN AMERICANS IN TEXAS. DATA WAS COLLECTED IN WACO (SELECTED FOR PRETESTING), AUSTIN, MCALLEN, AND LUBBOCK. THESE COMMUNITIES WERE CHOSEN PRIMARILY FOR THEIR PROXIMITY TO THE TEXAS-MEXICO BORDER. THE SAMPLE CONSISTED OF ALL SPANISH SURNAMED MALES EMPLOYED IN THESE COMMUNITIES. FOURTEEN ITEMS WHICH DISTINGUISHED BETWEEN INTERACTION AND NON-INTERACTION WITH ANGLOS WERE SELECTED AND DICHOTOMIZED. THE KUDER-RICHARDSON FORMULA TO COMPUTE THE COEFFICIENT OF INTERNAL CONSISTENCY WAS USED TO TEST SCALE RELIABILITY. THE TOTAL SCORES ON THE ANGLO INTERACTION INDEX WERE COMPARED WITH THE TOTAL SCORES ON 2 SCALES USED TO MEASURE INTERACTION WITH MEXICAN AMERICANS AND IDENTIFICATION WITH THE MEXICAN AMERICAN POPULATION. THE DATA SHOWED THAT (1) AS INTERACTION WITH MEXICAN AMERICANS DECREASED, INTERACTION WITH ANGLOS INCREASED SIGNIFICANTLY AND (2) AS IDENTIFICATION WITH THE MEXICAN AMERICAN POPULATION DECREASED, INTERACTION WITH ANGLOS INCREASED. TABULAR DATA INCLUDED THE SCALE ITEMS, A COMPARISON OF MEANS BY COMMUNITY, AND ITEM ANALYSIS AND INTERCORRELATION. (NQ)

ACCESSION NUMBER: ED075156

PUBLICATION DATE: MAY 73

TITLE: EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF EL PASO HIGH SCHOOL STUDENTS.

PERSONAL AUTHOR: VENEGAS, MOISES

DESCRIPTOR: *ACADEMIC ASPIRATION; *ANGLO AMERICANS; DOCTORAL THESES; *HIGH SCHOOL STUDENTS; *MEXICAN AMERICANS; *OCCUPATIONAL ASPIRATION; SCHOOL DEMOGRAPHY; SEX (CHARACTERISTICS); STATISTICAL ANALYSIS; TABLES (DATA)

IDENTIFIER: *EL PASO; TEXAS

DESCRIPTIVE NOTE: 115P.; DOCTORAL DISSERTATION, NEW MEXICO STATE UNIVERSITY, LAS CRUCES

THE PURPOSE OF THIS STUDY WAS TO MAKE A COMPREHENSIVE SURVEY OF THE EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF HIGH SCHOOL SOPHOMORES AND SENIORS IN THE EL PASO AND YSLETA SCHOOL DISTRICTS (EL PASO, TEXAS). GROUP-ADMINISTERED QUESTIONNAIRES WERE USED TO OBTAIN THE INFORMATION FROM THE 590 RANDOMLY SAMPLED STUDENTS (5% OF THE TOTAL POPULATION OF HIGH SCHOOL SOPHOMORES AND SENIORS). HYPOTHESES WERE FORMULATED TO DETERMINE DIFFERENCES IN EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS BASED ON ETHNICITY (MEXICAN AMERICAN AND ANGLO AMERICAN), SEX, GRADE LEVEL, AND TYPE OF SCHOOL PROGRAM. RESPONSES WERE ANALYZED USING CHI-SQUARE AND ANALYSIS OF VARIANCE. FINDINGS CONCLUDED THAT STUDENTS IN ALL GROUPS HAD HIGH ASPIRATIONS AND EXPECTATIONS FOR EDUCATION AND OCCUPATION. A STATISTICALLY SIGNIFICANT DIFFERENCE WAS FOUND BETWEEN ANGLO AMERICANS AND MEXICAN AMERICANS AND BETWEEN MALES AND FEMALES. GENERALLY, ANGLO AMERICANS HAD HIGHER ASPIRATION AND EXPECTATION LEVELS, AS DID MALES COMPARED TO FEMALES. A SIGNIFICANT DIFFERENCE WAS ALSO NOTED AMONG THE 3 SCHOOL PROGRAMS, I.E., THE ACADEMIC GROUP WAS GENERALLY HIGHER THAN THE GENERAL AND VOCATIONAL SAMPLES. (AUTHOR/HBC)

109

ACCESSION NUMBER: ED075159

PUBLICATION DATE: 72

BEST COPY AVAILABLE

TITLE: CHICANO CHILDREN'S LITERATURE, ANNOTATED BIBLIOGRAPHY.

DESCRIPTOR: *ANNOTATED BIBLIOGRAPHIES; *CHARACTERIZATION (LITERATURE); CHILDHOOD ATTITUDES; *CHILDRENS BOOKS; CRITICAL READING; ETHNIC STUDIES; *MEXICAN AMERICANS; MINORITY GROUP CHILDREN; *SPANISH CULTURE; STORY READING

DESCRIPTIVE NOTE: 41P.; COMPILED BY MAMS 490 CLASS, 1972

EACH OF THE 249 BOOKS INCLUDED IN THIS ANNOTATED BIBLIOGRAPHY IS RATED ON A SCALE FROM 1-5 BASED ON THE FOLLOWING CRITERIA: (1) THE CHARACTERS SHOULD SEEM REAL; (2) ATTITUDES SHOULD BE THE ONES WE WANT PEOPLE TO HAVE WITHOUT OVERDRAWING THE DIALECTS; (3) A MODERN STORY SHOULD NOT HAVE NOSTALGIA FOR THE PAST; (4) ILLUSTRATIONS SHOULD BE KIND AND THE BOOKS SHOULD BE FREE OF DERISIVE NAMES; AND (5) THE BOOKS SHOULD HAVE LITERARY MERIT. ENTRIES DATE FROM 1938 TO 1972. (HBC)

ACCESSION NUMBER: ED075450

PUBLICATION DATE: 8 DEC 72

TITLE: HAZARDS IN RESEARCH INVOLVING MINORITIES.

PERSONAL AUTHOR: DAVIS, JUNIUS A.

DESCRIPTOR: AMERICAN INDIANS; COLLEGE PROGRAMS; *COMPENSATORY EDUCATION PROGRAMS; CULTURE CONFLICT; DISADVANTAGED YOUTH; INTERVIEWS; MEXICAN AMERICANS; *NATIONAL SURVEYS; NEGRO STUDENTS; *PROGRAM EFFECTIVENESS; PROGRAM EVALUATION; SPEECHES; *STUDENT ATTITUDES; *STUDENT OPINION

DESCRIPTIVE NOTE: 19P.; PAPER PRESENTED AT SESSION I OF SOUTHEASTERN INVITATIONAL CONFERENCE ON MEASUREMENT IN EDUCATION (11TH, ATHENS, GEORGIA, DECEMBER 8, 1972)

A SURVEY WAS CONDUCTED BY THE EDUCATIONAL TESTING SERVICE TO EVALUATE THE IMPACT OF FEDERALLY SUPPORTED COLLEGE PROGRAMS FOR DISADVANTAGED STUDENTS. THE PURPOSES WERE TO IDENTIFY SUCCESSFUL PROGRAMS AND LEARN WHAT FACTORS WERE ASSOCIATED WITH EFFECTIVENESS, USING STUDENT-CENTERED CRITERIA OF SUCCESS, SATISFACTION AND CONTINUANCE IN SCHOOL. A NATIONAL SAMPLE OF 120 INSTITUTIONS WAS USED. A QUESTIONNAIRE WAS DESIGNED TO AVOID CULTURAL BIAS. ARRANGEMENTS WERE MADE TO NOMINATE INTERESTED STUDENTS FROM TARGET GROUPS TO BE TRAINED, RETURNED TO CAMPUS TO CONDUCT INTERVIEWS ON THEIR OWN TERMS, AND RECONVENED WITH RESEARCHERS TO DISCUSS FINDINGS. SEVERAL HAZARDS WERE ENCOUNTERED: (1) LABELING--ANY TERM DEVISED TO DESCRIBE DISADVANTAGED GROUPS EVENTUALLY TAKES ON NEGATIVE, PEJORATIVE CONNOTATIONS; (2) MANY STUDENTS WOULD NOT PARTICIPATE IN THE STUDY UNLESS THEIR ETHNIC GROUP WAS ALLOWED TO CONDUCT AND CONTROL THE STUDY (AN EFFORT WAS MADE TO STOP THE SURVEY NATIONWIDE THROUGH NONPARTICIPATION); (3) MANY STUDENTS DISTRUSTED ANY STUDY OR QUESTIONNAIRE DEVISED BY ETS, WHICH IS SEEN AS A PRIMARY PERPETUATOR OF THE DISCRIMINATORY SYSTEM; (4) STUDENTS TRUSTED RESEARCHERS OF THEIR OWN ETHNIC GROUP EVEN LESS THAN WHITE RESEARCHERS, SEEING THEM AS HAVING BEEN TOTALLY ASSIMILATED INTO THE MAJORITY AT THE EXPENSE OF THEIR ETHNIC IDENTITY. IT IS SUGGESTED THAT SOCIAL SCIENTISTS MUST FIND SOME SUCCESSFUL WAY OF DEALING WITH MINORITY STUDENTS IF THEY ARE TO SURVIVE AS RESEARCHERS. (FOR RELATED DOCUMENTS, SEE TM 002 526, 528-541.) (KM)

AVAILABILITY: NOT AVAILABLE SEPARATELY; SEE TM 002 526

ACCESSION NUMBER: ED075581

PUBLICATION DATE: MAR 73

TITLE: MANPOWER REPORT OF THE PRESIDENT: A REPORT ON MANPOWER REQUIREMENTS, RESOURCES, UTILIZATION, AND TRAINING.

DESCRIPTOR: ECONOMIC CHANGE; *EMPLOYMENT; EMPLOYMENT OPPORTUNITIES; EMPLOYMENT PROBLEMS; FEDERAL GOVERNMENT; HUMAN RESOURCES; LABOR FORCE; LOCAL GOVERNMENT; *MANPOWER DEVELOPMENT; *MANPOWER NEEDS; *MANPOWER UTILIZATION; POPULATION TRENDS; *REVENUE SHARING; SPANISH AMERICANS; SPANISH SPEAKING; STATE GOVERNMENT; TABLES (DATA); UNEMPLOYMENT

DESCRIPTIVE NOTE: 257P.

THIS REPORT DESCRIBES CHANGES IN THE RATE OF ECONOMIC RECOVERY IN 1972 AND ANALYZES RATES OF UNEMPLOYMENT THAT OCCURRED FOLLOWING PHASE II OF PRESIDENT NIXON'S NEW ECONOMIC POLICY. CHAPTER 1, "THE EMPLOYMENT AND UNEMPLOYMENT RECORD," DISCUSSES THE MAJOR GAINS IN EMPLOYMENT ACHIEVED IN 1972, WHILE CHAPTER 2, "MANPOWER PROGRAMS: A NEW ROLE FOR STATES AND LOCALITIES," HIGHLIGHTS THE LATEST DEVELOPMENTS IN MANPOWER REVENUE SHARING--AN EFFORT TO DECENTRALIZE PLANNING AND MANAGEMENT, WHICH SHOULD PROVIDE STATES AND LOCALITIES WITH A GREATER ROLE IN REGROUPING AND CONSOLIDATING PROGRAM ACTIVITIES. MANPOWER NEEDS OF THE FUTURE ARE DISCUSSED IN CHAPTER 3, "POPULATION CHANGES: A CHALLENGE TO MANPOWER POLICY," AND A MANPOWER PROFILE AND DISCUSSION OF PROGRAMS FOR THE SPANISH SPEAKING ARE OFFERED IN CHAPTER 4, "SPANISH-SPEAKING AMERICANS: THEIR MANPOWER PROBLEMS AND OPPORTUNITIES." IMPROVEMENTS IN EMPLOYMENT SERVICE MANAGEMENT SYSTEMS AND TABLES ILLUSTRATING U.S. DEPARTMENT OF LABOR STATISTICS ON THE LABOR FORCE ARE APPENDED. (SB)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U. S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 (LI.42/2:973; $2.85)

ACCESSION NUMBER: ED075626

PUBLICATION DATE: 10 NOV 71

TITLE: STRENGTHENING MANPOWER PROGRAMS FOR SPANISH-SPEAKING AMERICANS. REPORT OF THE DEPARTMENT OF LABOR STUDY GROUP ON MANPOWER NEEDS OF SPANISH-SPEAKING AMERICANS.

DESCRIPTOR: *DISADVANTAGED GROUPS; EMPLOYMENT OPPORTUNITIES; EMPLOYMENT PROGRAMS; *JOB TRAINING; LABOR EDUCATION; MANPOWER DEVELOPMENT; *MANPOWER NEEDS; *SPANISH AMERICANS; SURVEYS; USE STUDIES; *WORK EXPERIENCE PROGRAMS

DESCRIPTIVE NOTE: 146P.

THIS REPORT SUMMARIZES THE FINDINGS AND RECOMMENDATIONS OF A STUDY CONDUCTED COOPERATIVELY BY A MANAGEMENT CONSULTING FIRM AND A TEAM OF SPANISH-SPEAKING MANPOWER SPECIALISTS. BASIC ISSUES EXPLORED WERE: (1) WHAT ARE THE MANPOWER NEEDS OF SPANISH-SPEAKING AMERICANS, (2) HOW ARE MANPOWER PROGRAMS MEETING THE NEEDS AT PRESENT, AND (3) WHAT ACTION CAN BE TAKEN BY THE DEPARTMENT OF LABOR, IN COOPERATION WITH OTHER FEDERAL AGENCIES, TO STRENGTHEN THE DELIVERY OF MANPOWER SERVICES. FINDINGS REVEALED THAT: (1) THE PROPORTION OF SPANISH-SPEAKING ENROLLEES IN MANPOWER PROGRAMS IS LOWER THAN THAT FOR OTHER DISADVANTAGED GROUPS, (2) THE MANPOWER PROGRAMS WITH THE LOWEST RATES OF SPANISH-SPEAKING PARTICIPATION ARE THE MAJOR MANPOWER ACTIVITIES IN TERMS OF MONETARY ALLOCATIONS, NUMBER OF TRAINEES, AND JOB SKILLS TRAINING, (3) RESULTS OF PARTICIPATION ARE POOR IN TERMS OF COMPLETION OF TRAINING, EARNINGS, JOB RETENTION, AND UPGRADING, (4) MONOLINGUALS AND OTHER SEVERELY EDUCATIONALLY DISADVANTAGED ARE GENERALLY SCREENED OUT, (5) PROGRAMS ARE NOT TAILORED TO UNIQUE LANGUAGE AND CULTURAL NEEDS, (6) NEITHER MANPOWER PROGRAMS NOR EMPLOYMENT CENTERS HAVE GIVEN PRIORITY TO SPANISH-SPEAKING PEOPLE AS THEY HAVE DONE TO OTHER MINORITIES, AND (7) INVOLVEMENT OF SPANISH-SPEAKING PERSONS IN THE PLANNING AND ADMINISTRATION OF PROGRAMS HAS BEEN MINIMAL. (SN)

ACCESSION NUMBER: ED075689

PUBLICATION DATE: 72

TITLE: "BUILDING COMMUNICATION SKILLS:
HOME-SCHOOL-COMMUNITY" JULY 1, 1970 TO JUNE 30, 1972.
FLORENCE-FIRESTONE PROJECT. FINAL REPORT.

DESCRIPTOR: ADULT BASIC EDUCATION; ADULT COUNSELING; AUDIOLINGUAL METHODS; COMMUNICATION SKILLS; *ENGLISH (SECOND LANGUAGE); INSTRUCTIONAL MATERIALS; *MEXICAN AMERICANS; *PARENT EDUCATION; PARENT PARTICIPATION; *PARENT SCHOOL RELATIONSHIP; PROGRAM DESCRIPTIONS

DESCRIPTIVE NOTE: 314P.

AN ENGLISH AS A SECOND LANGUAGE (ESL) PROJECT WAS CONDUCTED FOR PARENTS OF MEXICAN-AMERICAN STUDENTS IN THE FLORENCE-FIRESTONE NEIGHBORHOOD OF LOS ANGELES. THE MAJOR PART OF THE CURRICULUM WAS BUILT ON HOME-SCHOOL COMMUNICATION TO ALLOW PARENTS TO LEARN THE LANGUAGE OF THE SCHOOL SETTING. OTHER OBJECTIVES WERE TO ESTABLISH MORE EFFECTIVE DIALOGUE BETWEEN HOME, SCHOOL AND COMMUNITY AND TO ENCOURAGE INVOLVEMENT IN PTA, SCHOOL BOARD AND OTHER PUBLIC MEETINGS. A BILINGUAL COUNSELOR EXPLAINED COUNSELING SERVICES AVAILABLE FOR PARENTS AND STUDENTS. TWENTY-NINE TEACHERS OFFERED MORNING AND EVENING ESL CLASSES FOR TWO ACADEMIC YEARS. CHILD CARE WAS AVAILABLE FOR DAY CLASSES. BILINGUAL TEACHER AIDES WERE USED. SEVENTY SPECIAL LESSONS IN HOME-SCHOOL-COMMUNITY COMMUNICATION SKILLS WERE DEVELOPED, STRESSING THE AUDIOLINGUAL APPROACH. COMMUNITY AND CITY RESOURCES WERE WIDELY USED. PROJECT ACCOMPLISHMENTS HAVE BEEN POSITIVE, AS EVIDENCED IN: (1) THE HIGH ATTENDANCE OF MEXICAN-AMERICAN PARENTS AT PARENT AND CIVIC MEETINGS; (2) GROUP ORIENTATIONS AND INDIVIDUAL COUNSELING; (3) THE NUMEROUS SOCIAL AND CULTURAL ACTIVITIES HELD ON SCHOOL SITES; (4) STUDENT SURVEYS SHOWING THAT ESL LESSONS WERE INSTRUMENTAL IN CREATING A BETTER UNDERSTANDING OF THE SCHOOL SYSTEM; AND (5) THE POSITIVE OPINION OF THE PROJECT HELD BY PARENTS, COMMUNITY LEADERS, AND SCHOOL PERSONNEL. THE SPECIAL LESSONS ARE PROVIDED. (KM)

ACCESSION NUMBER: ED075740

PUBLICATION DATE: 73

TITLE: BLACK AND OTHER MINORITY ADMISSIONS TO LARGE UNIVERSITIES: A FOUR YEAR NATIONAL SURVEY OF POLICIES AND OUTCOMES.

PERSONAL AUTHOR: SEDLACEK, WILLIAM E.; AND OTHERS

DESCRIPTOR: ACADEMIC STANDARDS; *ADMISSION CRITERIA; AMERICAN INDIANS; *COLLEGE ADMISSION; ENROLLMENT; *MINORITY GROUPS; *NATIONAL SURVEYS; NEGRO STUDENTS; OPEN ENROLLMENT; PREDICTOR VARIABLES; SCHOOL SURVEYS; SOCIOCULTURAL PATTERNS; SPANISH SPEAKING; *SPECIAL PROGRAMS; STANDARDIZED TESTS; STUDENT RECORDS; UNIVERSITIES

IDENTIFIER: CULTURAL STUDY CENTER; UNIVERSITY OF MARYLAND

DESCRIPTIVE NOTE: 18P.

A NATIONAL SURVEY OF MINORITY STUDENT ADMISSIONS AT LARGE, PRIMARILY WHITE UNIVERSITIES WAS CONDUCTED FOR THE FOURTH CONSECUTIVE YEAR. THE REPORT SUMMARIZES THE DATA COLLECTED, COMPARES THEM TO THOSE OF THE PREVIOUS YEAR, AND EXAMINES MINORITY GROUP ENROLLMENT, ADMISSION CRITERIA, AND SPECIAL PROGRAMS FOR MINORITY STUDENTS. RESULTS ARE DISCUSSED IN TERMS OF THE LITERATURE ON MINORITY ADMISSIONS AND CURRENT SOCIAL TRENDS. IN SUMMARY, UNIVERSITIES SEEM TO BE MAKING GRADUAL, RATHER THAN DRAMATIC, PROGRESS IN ADMITTING MORE BLACK FRESHMEN AND SEARCHING FOR BETTER METHODS OF SELECTION. HOWEVER, GENERAL EDUCATIONAL AND SOCIAL CONDITIONS INDICATE THAT THE ROAD AHEAD WILL BE LONG AND HARD REGARDING FURTHER PROGRESS FOR MINORITIES. ED 061 409 IS THE ERIC REFERENCE TO THE 1972 STUDY ON THIS VERY SAME TOPIC. (AUTHOR/LAA)

ACCESSION NUMBER: ED076267

PUBLICATION DATE: JUN 72

TITLE: A COMPARATIVE ANALYSIS OF BLACK AND MEXICAN AMERICAN RESIDENTIAL SEGREGATION IN SOUTHWESTERN CITIES.

PERSONAL AUTHOR: MEIER, MICHAEL; FEAGIN, JOE

DESCRIPTOR: *COMPARATIVE ANALYSIS; ECONOMIC FACTORS; GROUP UNITY; *HOUSING PATTERNS; INCIDENCE; *MEXICAN AMERICANS; *NEGROES; *RACIAL SEGREGATION; SOCIOECONOMIC STATUS; STATISTICAL ANALYSIS; TABLES (DATA)

IDENTIFIER: *SOUTHWEST

DESCRIPTIVE NOTE: 24P.

DISCRIMINATION, POVERTY, AND ETHNIC ATTACHMENT OR CHOICE HAVE BEEN IDENTIFIED AS 3 FACTORS THAT MIGHT EXPLAIN RESIDENTIAL SEGREGATION. THIS PAPER PURPORTED: (1) TO COMPARATIVELY DOCUMENT THE NATURE AND EXTENT OF METROPOLITAN SEGREGATION OF MEXICAN AMERICANS AND BLACKS IN THE SOUTHWEST; (2) TO PERFORM AN EXPLORATORY ANALYSIS OF THE SIGNIFICANCE OF ONE OF THESE 3 FACTORS IN DETERMINING RESIDENTIAL SEGREGATION; AND (3) TO PROVIDE SOME SPECULATION ON THE CONTRIBUTIONS OF THE REMAINING 2 FACTORS. FOR 31 CITIES, EXPECTED INDEXES BASED ON INCOME AND EDUCATION WERE COMPUTED TO EXPLAIN RESIDENTIAL SEGREGATION BY SOCIOECONOMIC STATUS. IT WAS CONCLUDED THAT: (1) A UNIFORMLY HIGH DEGREE OF BLACK SEGREGATION WAS FOUND FOR ALL CITIES, WHILE MEXICAN AMERICAN SEGREGATION WAS LESS EXTREME AND MORE VARIABLE FROM ONE METROPOLITAN AREA TO ANOTHER; (2) MEXICAN AMERICANS WERE USUALLY MORE SEGREGATED FROM BLACKS THAN FROM ANGLOS; (3) THE LEVELS OF SEGREGATION OF BOTH GROUPS APPEARED UNRELATED TO THE SIZE OF THE CITY; (4) SOCIOECONOMIC STATUS CANNOT ACCOUNT FOR THE OBSERVED LEVELS OF BLACK AND MEXICAN AMERICAN SEGREGATION; (5) MEXICAN AMERICANS HAVE HIGHER MEDIAN INCOMES AND YET LOWER MEDIAN EDUCATION LEVELS THAN BLACKS IN ALMOST ALL AREAS; AND (6) INCOME AS A COMPONENT OF RESIDENTIAL SEGREGATION IS OF NO GREATER IMPORTANCE IN MEXICAN AMERICAN SEGREGATION THAN IN BLACK SEGREGATION. (HBC)

ACCESSION NUMBER: ED076268

PUBLICATION DATE: 25 JUN 71

TITLE: TASK FORCE ON EDUCATION, CABINET COMMITTEE ON OPPORTUNITIES FOR SPANISH SPEAKING PEOPLE, FISCAL YEAR 1971.

DESCRIPTOR: CAREER EDUCATION; *EDUCATIONAL NEEDS; *EDUCATIONAL PROGRAMS; ELEMENTARY EDUCATION; *FEDERAL PROGRAMS; HIGHER EDUCATION; *NEEDS; SECONDARY EDUCATION; *SPANISH SPEAKING

DESCRIPTIVE NOTE: 18P.

SEVENTEEN RECOMMENDATIONS BY THE EDUCATION TASK FORCE FOR THE IMPROVEMENT OF EDUCATION FOR THE SPANISH SPEAKING ARE GIVEN. THESE RECOMMENDATIONS WERE MADE TO THE PRESIDENT AND TO DEPARTMENTS WHICH PROVIDE PROGRAMS AND SERVICES FOR THE SPANISH SPEAKING. THE RECOMMENDATIONS PERTAIN TO FUNDING APPLICATIONS, JOB SPECIFICATIONS, TEACHER EDUCATION, SUPPLEMENTAL AND SUPPORTING SERVICES, SPECIAL PROGRAMS, CAREER EDUCATION, ELEMENTARY AND SECONDARY EDUCATION, ADULT EDUCATION, THE NEEDS OF HIGHER EDUCATION, AND COMMUNITY AND JUNIOR COLLEGES. TWO OF THE RECOMMENDATIONS ARE TO: (1) ENSURE PARTICIPATION OF SPANISH SPEAKING INDIVIDUALS IN DEVELOPMENT OF GUIDELINES FOR PROGRAMS WHICH AFFECT THE EDUCATIONAL ATTAINMENT OF THEIR COMMUNITIES AND (2) INTENSIFY THE EFFORTS OF THE COMMISSION ON CIVIL RIGHTS TO INSURE EQUAL EDUCATIONAL OPPORTUNITIES FOR THE SPANISH SPEAKING. THE REPORT ALSO DISCUSSES THE STATUS OF FEDERAL PROGRAMS, COMMENTING ON: THE LACK OF SPECIFIC GOALS AND OBJECTIVES; THE LACK OF SPANISH SPEAKING IN LEADERSHIP POSITIONS; RULES AND REGULATIONS; PROPOSAL REQUESTS; PANELS; AND PRIME CONTRACTORS FOR FEDERAL GOVERNMENT OPERATIONS. (NQ)

ACCESSION NUMBER: ED076271

PUBLICATION DATE: MAY 72

TITLE: A STUDY OF MEXICAN AMERICAN CULTURAL CHARACTERISTICS AS PERCEIVED BY MEMBERS OF 100 IMPOVERISHED MEXICAN AMERICAN FAMILIES AND ITS EDUCATIONAL IMPLICATIONS.

PERSONAL AUTHOR: FLORES, JUAN MODESTO

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *CULTURAL FACTORS; EDUCATIONAL STRATEGIES; *ETHNIC STUDIES; *FAMILY ATTITUDES; *LOW INCOME GROUPS; *MEXICAN AMERICANS; SELF CONCEPT TESTS; STATISTICAL ANALYSIS; TABLES (DATA)

DESCRIPTIVE NOTE: 201P.; ED.D. DISSERTATION, UNIVERSITY OF HOUSTON

TWO QUESTIONS WERE INVESTIGATED IN THIS STUDY: (1) DOES THE LOW SOCIOECONOMIC MEXICAN AMERICAN PERCEIVE HIMSELF AS HE IS PORTRAYED IN LITERATURE? AND (2) ARE THERE RELATIONSHIPS BETWEEN EDUCATIONAL ACHIEVEMENT, PERCEIVED CULTURAL CHARACTERISTICS, AND THE 7 SPECIFIC THEMES: 1) ETHNIC ISOLATION, 2) SPANISH LANGUAGE, 3) FATALISM, 4) PRESENT DAY ORIENTATION, 5) LIMITED ASPIRATIONS, 6) "MACHISMO", AND 7) FAMILY SOLIDARITY? A QUESTIONNAIRE WAS DEVELOPED FOR THE 100 NINTH GRADE STUDENTS TESTED IN CORPUS CHRISTI WHILE ANOTHER WAS ADMINISTERED TO THE 76 PARENTS. THE RESULTS INDICATED THAT MEXICAN AMERICAN CULTURAL CHARACTERISTICS AS PERCEIVED BY 100 LOW SOCIOECONOMIC FAMILIES TESTED ARE NOT IN TOTAL ACCORDANCE WITH LITERATURE. THERE WAS GENERAL AGREEMENT ON ETHNIC ISOLATION, SPANISH LANGUAGE, FAMILY SOLIDARITY, AND, TO SOME EXTENT, PRESENT DAY ORIENTATION, WHILE THERE SEEMED TO BE GENERAL DISAGREEMENT IN THE AREAS OF FATALISM, LIMITED ASPIRATIONS, AND "MACHISMO". THE FINDINGS SHOWED THE MEXICAN AMERICAN LIVING IN ISOLATION, MAINTAINING THE SPANISH LANGUAGE, AND HAVING STRONG FAMILY TIES. HE WAS ALSO PRONE TO FUNCTION IN THE PRESENT RATHER THAN THE PAST OR FUTURE, WAS NON-FATALISTIC, HAD HIGH ASPIRATIONS AND GENERALLY DISREGARDED THE "MACHISMO" CONCEPT. (HBC)

ACCESSION NUMBER: ED076278

PUBLICATION DATE: FEB 73

TITLE: JUDGING PERSONALITY FROM SPEECH: A PILOT STUDY OF THE EFFECTS OF BILINGUAL EDUCATION ON ATTITUDES TOWARD ETHNIC GROUPS. RESEARCH AND DEVELOPMENT MEMORANDUM NO. 106.

PERSONAL AUTHOR: POLITZER, ROBERT L.; RAMIREZ, ARNULFO

DESCRIPTOR: ANGLO AMERICANS; *ATTITUDES; *BILINGUAL EDUCATION; ETHNIC GROUPS; GRADE 3; *MEXICAN AMERICANS; *PERSONALITY; SPANISH SPEAKING; *SPEECH

IDENTIFIER: *CALIFORNIA

DESCRIPTIVE NOTE: 45P.

DURING THIS INVESTIGATION, INFORMATION WAS GATHERED ABOUT ATTITUDES HELD BY MEXICAN AMERICAN AND ANGLO CHILDREN CONCERNING MEMBERS OF SPECIFIC SOCIAL OR ETHNIC GROUPS, DETERMINING WHETHER THE ATTITUDES DEVELOPED BY CHILDREN IN A BILINGUAL EDUCATION PROGRAM WERE DIFFERENT FROM THOSE OF CHILDREN WHO HAD BEEN SOLELY EXPOSED TO ENGLISH EDUCATION. THE SUBJECTS WERE 27 THIRD GRADERS WHO HAD BEEN IN THE BILINGUAL PROGRAM SINCE KINDERGARTEN, AND A CONTROL GROUP OF 31 THIRD GRADERS FROM A MONOLINGUAL PROGRAM. THE TECHNIQUE USED WAS THE MATCHED-GUISE METHOD IN WHICH EACH OF SEVERAL BILINGUAL SPEAKERS READ DIFFERENT PASSAGES IN VARYING LANGUAGES OR DIALECTS. THE SUBJECTS' DIFFERENTIAL ATTITUDES TOWARD SOCIAL OR ETHNIC GROUPS WERE INDICATED BY THE RATINGS THEY GAVE TO THE SAME SPEAKERS USING DIFFERENT LANGUAGES OR DIALECTS. MAJOR FINDINGS WERE THAT THE UPGRADING OF THE SPEECH VARIETIES CHARACTERISTIC OF THE SUBJECT'S OWN ETHNIC GROUP SEEMED SOMEWHAT LESS PRONOUNCED AMONG THE ANGLOS IN THE BILINGUAL PROGRAM AND THAT THE MATCHED-GUISE EFFECTS SHOWED NO UPGRADING OF SPANISH AMONG THE MEXICAN AMERICANS IN THE MONOLINGUAL GROUP. (PS)

ACCESSION NUMBER: ED076282

PUBLICATION DATE: 5 MAR 72

TITLE: MINORITY ATTITUDES AND OPINIONS THAT HAVE IMPACTS ON ADMINISTRATION OF MINORITY-ORIENTED PROGRAMS.

PERSONAL AUTHOR: FRANC, MAX B.

DESCRIPTOR: *ADMINISTRATOR ATTITUDES; *ANTI SEGREGATION PROGRAMS; COMMUNICATION PROBLEMS; COMMUNITY INVOLVEMENT; *CROSS CULTURAL STUDIES; CULTURE CONFLICT; *MEXICAN AMERICANS; MINORITY GROUPS; *NEGROES; OPINIONS; POLITICS; PROGRAM DEVELOPMENT

DESCRIPTIVE NOTE: 17P.; PAPER PRESENTED AT PACIFIC CHAPTER AMERICAN ASSOCIATION FOR PUBLIC OPINION RESEARCH MEETING, ASILOMAR, CALIF., MARCH 3-5, 1972

IMPACTS OF MINORITY ATTITUDES AND OPINIONS IN PREPARING YOUNG MINORITY ENTRY-ADMINISTRATORS FOR PROGRAMS IN GOVERNMENT AND BUSINESS WERE EXPLORED IN THIS PAPER. ADDITIONALLY, THE CLOSE RELATIONSHIPS BETWEEN ADMINISTRATIVE PROBLEMS AND REPORTED INCIDENTS OF COMMUNICATION BREAKDOWN WERE DISCUSSED. IT WAS NOTED THAT MINORITY ADMINISTRATORS AND YOUNG MINORITY PEOPLE INTERESTED IN PUBLIC ADMINISTRATION TRAINING PROGRAMS REFER TO ATTITUDINAL DIFFERENCES BETWEEN THEMSELVES AND "THE ESTABLISHMENT". VARIABLES CONSIDERED INCLUDED (1) ORGANIZATIONAL EXPECTATIONS FOR TIME MANAGEMENT, (2) REQUIREMENTS FOR OTHER ORGANIZING SKILLS, (3) RESPONSIBILITIES AND LOYALTIES TO ORGANIZATIONAL GOALS, (4) REQUIREMENTS FOR QUANTITATIVE THINKING, AND (5) NEEDS FOR WORD-ORIENTED RULES AND REGULATIONS. IT WAS FURTHER STATED THAT FUTURE DIRECTIONS OF MINORITY-ORIENTED COMMUNITY ORGANIZATION PROGRAMS WILL BE INFLUENCED BY RESEARCH FINDINGS ON ATTITUDES AND OPINIONS IN THESE AREAS: (1) RELATIONSHIPS BETWEEN COMMUNICATION AND ADMINISTRATIVE VARIABLES IN COMMUNITY ORGANIZATION AND MINORITY-ORIENTED PROGRAMS; (2) RELATIVE EFFECTIVENESS OF DIFFERENT APPROACHES TO PREPARE MINORITY ADMINISTRATORS FOR COMMUNITY AND OTHER PROGRAMS; (3) EFFECTS OF "CULTURAL PROTECTION" DEVICES IN SUCH PROGRAMS; AND (4) DESIRABLE PROGRAMMATIC MODIFICATIONS. (AUTHOR/HBC)

ACCESSION NUMBER: ED076283

PUBLICATION DATE: 29 APR 72

TITLE: COMMUNICATION, ADMINISTRATION, AND MEXICAN-AMERICAN ADMINISTRATORS.

PERSONAL AUTHOR: FRANC, MAX B.

DESCRIPTOR: *ADMINISTRATOR EDUCATION; AGENCIES; *COMMUNICATION (THOUGHT TRANSFER); *COMMUNICATION PROBLEMS; EDUCATIONAL PROGRAMS; *FEDERAL PROGRAMS; *MEXICAN AMERICANS; MINORITY GROUPS; YOUTH

DESCRIPTIVE NOTE: 14P.; PAPER PRESENTED AT THE ROCKY MOUNTAIN SOCIAL SCIENCE ASSOCIATION MEETING, SALT LAKE CITY, UTAH, APRIL 28-29, 1972

ENDEAVORS TO INCORPORATE MEXICAN AMERICANS INTO THE ADMINISTRATION OF SOCIAL ACTION AND OTHER GOVERNMENTAL PROGRAMS ARE EXAMINED IN THIS PAPER. AS A RESULT OF EXPLORATORY WORK FOR TRAINING CHICANO YOUTHS FOR ENTRY-ADMINISTRATOR POSITIONS IN SUCH AGENCIES, 3 AREAS ARE DISCUSSED: (1) WAYS IN WHICH SUCH PROGRAMS CAN IMPROVE COMMUNICATION BETWEEN MEXICAN AMERICANS AND OTHER PUBLIC ADMINISTRATORS; (2) TECHNIQUES TO IDENTIFY SUBSTANTIVE COMMUNICATION BREAKDOWNS IN SUCH PROGRAMS; AND (3) TRAINING DEVICES FOR IMPROVING COMMUNICATION SKILLS. THE IMPORTANCE OF EMPIRICAL DATA IN ASSESSING THE EFFECTS OF TREATMENT VARIABLES FOR MEXICAN AMERICAN PLACEMENT IN ENTRY-ADMINISTRATOR POSITIONS IN GOVERNMENTAL AGENCIES, TECHNIQUES TO ATTRACT THESE YOUTHS TO PUBLIC SERVICE, AND A VARIETY OF OTHER MINORITY-ORIENTED PROGRAMS ARE REVIEWED. ALSO DISCUSSED ARE (1) DIFFERENCES BETWEEN COMMUNICATION AND ADMINISTRATIVE VARIABLES IN THESE PROGRAMS; (2) SPECIFIC WAYS IN WHICH MINORITY-ORIENTED PROGRAMS ARE DISSIMILAR AND SIMILAR TO OTHERS; (3) IDENTIFICATION OF DESIRABLE TECHNIQUES FOR SELECTION AND OPERATION OF MINORITY ADMINISTRATORS; AND (4) EXPERIMENTAL DESIGNS FOR TRACING RELATIONSHIPS BETWEEN TREATMENT VARIABLES AND PROGRAMMATIC AND ORGANIZATIONAL ACCOMPLISHMENT. (NQ)

ACCESSION NUMBER: ED076284

PUBLICATION DATE: 73

TITLE: BROAD APPLICATIONS OF RESEARCH ON PROGRAMS INVOLVING MEXICAN-AMERICANS.

PERSONAL AUTHOR: FRANC, MAX B.

DESCRIPTOR: *ANGLO AMERICANS; *ATTITUDES; CONCEPT FORMATION; CRITERIA; *MEXICAN AMERICANS; *PROGRAMS; *RESEARCH

DESCRIPTIVE NOTE: 20P.; PAPER PRESENTED AT THE ROCKY MOUNTAIN COUNCIL FOR LATIN AMERICAN STUDIES, UNIVERSITY OF MONTANA, MISSOULA, MONTANA, SPRING, 1973

IN ORDER TO ORGANIZE RESEARCH ON MINORITY PROGRAMS, PARTICULARLY THE SPANISH SPEAKING, THE POSSIBLE DIFFERENCES IN ATTITUDES AND OPINIONS OF THE MAINSTREAM AND SPANISH SPEAKING CLIENTELES HAVE TO BE CONSIDERED. MAINSTREAM CLIENTELES TEND TO ASSUME THAT PUBLIC ADMINISTRATION OF NEW PROGRAMS IS CHARACTERIZED BY A NORMAL PROCESS OF GROWTH, DEVELOPMENT, AND IMPROVEMENT INVOLVING LEARNING FROM PAST MISTAKES. YET THE SPANISH SPEAKING, ESPECIALLY THE MEXICAN AMERICAN AND CHICANO ACTIVISTAS, HOLD DIFFERENT PERSPECTIVES, PARTICULARLY IN THE PUBLIC ADMINISTRATION OF PROGRAMS ADDRESSED TO BARRIO COMMUNITIES. THE ATTITUDES AND OPINIONS IN 3 AREAS SHOULD BE CONSIDERED WHEN ASKING WHETHER MINORITY ATTITUDES AND OPINIONS DIVERGE MEANINGFULLY FROM THOSE OF THE MAINSTREAM: (1) CHANGE, (2) ERROR, AND (3) FUNCTION OF NEW PROGRAMS. RECOMMENDED POINTS OF FOCUS FOR RESEARCH ON MEXICAN AMERICAN PROGRAMS ARE (1) THE CONCEPT OF THE MINORITY PROGRAM AS A LABORATORY AND (2) RESEARCH ADDRESSED TO THE ENTRY-ADMINISTRATOR TRAINING PROGRAMS. (NQ)

ACCESSION NUMBER: ED076236

PUBLICATION DATE: NOV 72

TITLE: ETHNICITY AND MOBILITY ORIENTATIONS: A STUDY OF THE MEXICAN-AMERICANS OF SOUTHERN COLORADO.

PERSONAL AUTHOR: WARD, VALERIE LYNN

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; *ACCULTURATION; ETHNIC ORIGINS; HIGH SCHOOL STUDENTS; *MASTERS THESES; *MEXICAN AMERICANS; OCCUPATIONAL MOBILITY; *RURAL AREAS; SELF CONCEPT; STATISTICAL ANALYSIS; TABLES (DATA)

IDENTIFIER: *COLORADO

DESCRIPTIVE NOTE: 60P.; MASTER'S THESIS, COLORADO STATE UNIVERSITY

AN OUTGROWTH OF A LARGER RESEARCH STUDY ENTITLED "ETHNIC DIFFERENCES IN LEVELS OF ASPIRATION", THIS THESIS EXAMINED 645 MEXICAN AMERICAN HIGH SCHOOL JUNIORS AND SENIORS IN THE SOUTHERN PORTION OF COLORADO TO DETERMINE IF GEOGRAPHICAL ISOLATION FROM THE DOMINANT CULTURE AND THEIR HIGH POPULATION PROPORTION SERVED TO SUSTAIN THEIR TRADITIONAL CULTURAL TIES. THE STUDY FOCUSED ON ANALYSIS OF ACCULTURATIONAL OPPORTUNITIES, ETHNIC CULTURAL RETENTION, AND MOBILITY ASPIRATIONS OF MEXICAN AMERICANS SAMPLED BY THE LARGER STUDY. THE MAJOR CONCLUSION OF THE STUDY WAS THAT ACCULTURATIONAL DIFFERENTIALS DO NOT ACCOUNT FOR MEANINGFUL DIFFERENCES IN MOBILITY. THIS CONCLUSION QUESTIONED THE CULTURAL EXPLANATION OF DIFFERENTIAL ACHIEVEMENT AND SUGGESTED THAT MEXICAN AMERICANS MAY ACCEPT THE VALUES CONCERNED WITH HIGH ACHIEVEMENT AND RECOGNIZE THE DESIRABILITY OF REWARDS, BUT BECAUSE THEY HAVE POOR EDUCATIONAL OPPORTUNITIES AND LACK AFFLUENCE, THEY EXPERIENCED CERTAIN OBSTACLES IN REACHING DESIRED OCCUPATIONS. FURTHER RESEARCH WAS NEEDED FOR MOBILITY ORIENTATIONS AS THEY RELATE TO CLASS STANDING. FINDINGS WERE LIMITED SINCE ONLY THOSE PERSONS WHO WERE RELATIVELY ISOLATED FROM THE DOMINANT CULTURE AND LIVED IN SOCIOECONOMICALLY HOMOGENEOUS AREAS WERE STUDIED. (HBC)

ACCESSION NUMBER: ED076291

PUBLICATION DATE: NOV 71

TITLE: PROJECT HEART (HOSPITAL EMPLOYMENT AND RELATED TRAINING). FINAL REPORT.

PERSONAL AUTHOR: AMADOR, RICHARD S.; MCCUNE, JALAYNE

DESCRIPTOR: DROPOUTS; EDUCATIONAL DISADVANTAGEMENT; EMPLOYMENT; ENGLISH (SECOND LANGUAGE); *HEALTH OCCUPATIONS; MANPOWER UTILIZATION; *MEXICAN AMERICANS; *ON THE JOB TRAINING; *PILOT PROJECTS; SOCIAL DISADVANTAGEMENT; *VOCATIONAL EDUCATION

IDENTIFIER: HOSPITAL EMPLOYMENT AND RELATED TRAINING; *PROJECT HEART

DESCRIPTIVE NOTE: 96P.

IN THE MEXICAN AMERICAN COMMUNITY OF EAST LOS ANGELES, TWO IDENTIFIABLE PROBLEMS EXISTED: (1) THE NEED FOR TRAINING AND EMPLOYING EDUCATIONALLY, SOCIALLY, AND VOCATIONALLY DISADVANTAGED MEXICAN AMERICANS AND (2) THE NEED TO ALLEVIATE SHORTAGES OF COMPETENT PERSONNEL IN HEALTH AREAS. PILOT PROJECT HEART (HOSPITAL EMPLOYMENT AND RELATED TRAINING) WAS DEVELOPED TO DETERMINE IF SUCH A PROGRAM, APPROPRIATELY DEVELOPED, COULD DIMINISH THESE PROBLEMS. THE PROJECT DEVELOPED AND UTILIZED CRITERIA FOR SELECTING 50 TRAINEES, WITH PRIMARY CONSIDERATION GIVEN TO THE DISADVANTAGED MEXICAN AMERICAN WHO WAS A PUBLIC WELFARE RECIPIENT, A HIGH SCHOOL DROPOUT, UNEMPLOYED OR UNDEREMPLOYED, LOW SKILLED, OR INEXPERIENCED. PROGRAM CONTENT CONSISTED OF A PARAMEDICAL ON-THE-JOB TRAINING PROGRAM COMBINED WITH "INSTANT JOB CONCEPT", VOCATIONAL-REMEDIAL EDUCATION, ENGLISH AS A SECOND LANGUAGE, AND SUPPORTIVE SERVICES. THE PROJECT SHOWED: IT WAS FEASIBLE TO TRAIN THESE PEOPLE FOR PARAMEDICAL JOBS IN POVERTY AREA HOSPITALS IF ENGLISH LANGUAGE INSTRUCTION AND PREJOB TRAINING WAS PROVIDED; PRESENT METHODS FOR COLLECTING DATA ON THESE PROFESSIONS' MANPOWER NEEDS FOR SUCH PROGRAMS WERE INADEQUATE AND THE AVAILABLE LABOR WAS LIMITED BECAUSE OF LOW PAY; PUBLIC TRANSPORTATION WAS A PRIMARY PREREQUISITE TO EMPLOYING POOR PEOPLE IN SUCH PROGRAMS. (AUTHOR/NQ)

AVAILABILITY: NATIONAL TECHNICAL INFORMATION SERVICE, SPRINGFIELD, VA. 22151 (PB-216-762/1, $0.95 MF, $3.00 HC)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED076294

PUBLICATION DATE: 27 MAR 73

TITLE: A BLUEPRINT FOR THE EDUCATION OF THE MEXICAN AMERICAN.

PERSONAL AUTHOR: BENITEZ, MARIO

DESCRIPTOR: *BILINGUALISM; CHANGING ATTITUDES; *CURRICULUM DEVELOPMENT; *EDUCATIONAL CHANGE; *EDUCATIONAL IMPROVEMENT; EVALUATION; LANGUAGE DEVELOPMENT; *MEXICAN AMERICANS

DESCRIPTIVE NOTE: 9P.; PAPER PRESENTED AT THE ANNUAL CONVENTION OF THE COMPARATIVE AND INTERNATIONAL EDUCATION SOCIETY, SAN ANTONIO, TEX. MARCH 25-27, 1973

A NEW BLUEPRINT FOR THE EDUCATION OF THE MEXICAN AMERICAN IS PROPOSED IN THIS PAPER, INCORPORATING WHAT HAS BEEN LEARNED FROM PAST FAILURES. IT IS BASED ON THE PHILOSOPHICAL ASSUMPTIONS THAT (1) BILINGUALISM IS AN ASSET AND NOT A LIABILITY AND (2) EDUCATION MUST BE PLANNED FOR EACH CHILD ACCORDING TO HIS NEEDS. FIVE BASIC CURRICULUM REFORMS CONDUCIVE TO BETTER PERFORMANCE BY THE MEXICAN AMERICAN ARE PROPOSED. THESE INCLUDE (1) ASSESSMENT OF LANGUAGE COMPETENCY, (2) THE ATTITUDE TOWARD THE SPANISH LANGUAGE OF THE SOUTHWEST, (3) THE USE OF SPANISH AS A VEHICLE OF LEARNING, (4) THE EMPHASIS ON ORAL LANGUAGE DEVELOPMENT, AND (5) THE REEVALUATION OF TESTING INSTRUMENTS. SOME OF THESE REFORMS HAVE BEEN IN OPERATION ON A LIMITED BASIS THROUGH TITLE I, TITLE III, OR TITLE VII FEDERAL FUNDS. (NQ)

ACCESSION NUMBER: ED076305

PUBLICATION DATE: FEB 73

TITLE: THE CHICANA: A BIBLIOGRAPHIC STUDY.

PERSONAL AUTHOR: DURAN, PAT HERRERA, COMP.;
CABELLO-ARGENDONA, ROBERTO, COMP.

DESCRIPTOR: *BIBLIOGRAPHIES; BOOKS; *CULTURAL BACKGROUND; DOCTORAL THESES; *FEMALES; FILMS; MASTERS THESES; *MEXICAN AMERICANS; NEWSPAPERS; *PUBLICATIONS; ROLE PERCEPTION

DESCRIPTIVE NOTE: 51P.

TWO HUNDRED AND EIGHTY-ONE CHICANA ORIENTED BOOKS, DOCUMENTS, PAPERS, ARTICLES, THESES, DISSERTATIONS, FILMS, AND NEWSPAPERS PUBLISHED BETWEEN 1923 AND 1972 ARE LISTED IN THIS BIBLIOGRAPHY. THE SELECTIONS PERTAIN TO THE ROLE OF A CHICANA IN HER CULTURE AND COMMUNITY, HER EDUCATION, AND HER SOCIOECONOMIC BACKGROUND. SOME OF THE SELECTIONS ARE ANNOTATED. THIS BIBLIOGRAPHY IS PART OF AN ONGOING RESEARCH PROJECT IN THE CHICANO RESEARCH LIBRARY. THE DATA BASES AND INFORMATION SOURCES LISTED ARE SELECTED ACCORDING TO THEIR AVAILABILITY AND EXPEDITIOUS RETRIEVAL. (NQ)

ACCESSION NUMBER: ED076475

PUBLICATION DATE: MAR 72

TITLE: CHICANO BIBLIOGRAPHY.

PERSONAL AUTHOR: TREJO, FRANCISCO

DESCRIPTOR: AMERICAN HISTORY; *BIBLIOGRAPHIES; LITERATURE; *MEXICAN AMERICANS; MINORITY GROUPS; POLITICAL SCIENCE; SOCIOLOGY

IDENTIFIER: CHICANOS

DESCRIPTIVE NOTE: 13P.

OVER ONE-HUNDRED AND FIFTY CITATIONS OF BOOKS, JOURNALS AND A FEW DISSERTATIONS DATING FROM 1938 TO 1971 (THE MAJORITY OF WHICH WERE PUBLISHED IN THE 1960'S) ARE INCLUDED IN THIS BIBLIOGRAPHY FOCUSING ON THE CHICANO. THE BROAD SCOPE DEALS WITH MEXICANS IN AMERICA IN GENERAL, WITH SOCIAL, ECONOMIC, POLITICAL, AND EDUCATIONAL PROBLEMS OF THIS MINORITY GROUP, AND WITH MEXICAN HISTORY. AUTHOR ENTRIES, ARRANGED ALPHABETICALLY, ARE GROUPED UNDER THE MAJOR HEADINGS OF EDUCATION MATERIALS, HIGH SCHOOL MATERIALS, HISTORY OF MEXICO, LITERATURE, POLITICAL SCIENCE, PRE-COLUMBIAN HISTORY, SOCIOLOGY, AND SOUTH WEST HISTORY. IN ADDITION TO THE ABOVE, A LIST OF CHICANO JOURNALS, NEWSPAPERS, AND REFERENCE MATERIALS IS GIVEN. (SJM)

ACCESSION NUMBER: ED076603

PUBLICATION DATE: FEB 73

TITLE: DEVELOPMENTAL TRENDS AND STABILITY OF VERBAL AND NONVERBAL IQ SCORES FOR SPANISH-SURNAME STUDENTS.

PERSONAL AUTHOR: BRACHT, GLENN H.; HOPKINS, KENNETH D.

DESCRIPTOR: ELEMENTARY GRADES; EVALUATION METHODS; GROUP INTELLIGENCE TESTING; INTELLIGENCE QUOTIENT; *INTELLIGENCE TESTS; *LONGITUDINAL STUDIES; *NONVERBAL TESTS; SECONDARY GRADES; *SPANISH SPEAKING; TECHNICAL REPORTS; *VERBAL TESTS

IDENTIFIER: CALIFORNIA TEST OF MENTAL MATURITY; LORGE THORNDIKE INTELLIGENCE TESTS

DESCRIPTIVE NOTE: 10P.; PAPER PRESENTED AT ANNUAL MEETING OF AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (NEW ORLEANS, LOUISIANA, FEBRAURY 1973)

THE LONG-TERM STABILITY OF VERBAL AND NONVERBAL IQ SCORES WAS STUDIED FOR 146 SPANISH-SURNAME STUDENTS. ABOUT 30-50% OF SPANISH STUDENTS DO NO SPEAK ENGLISH WHEN THEY BEGIN SCHOOL. THE CALIFORNIA TEST OF MENTAL MATURITY OR THE LORGE-THORNDIKE INTELLIGENCE TESTS WERE ADMINISTERED IN GRADES 1,2,4,7,9, AND 11. THE STABILITY OF IQ SCORES FOR SPANISH-SURNAME STUDENTS IS HIGHLY SIMILAR TO THE STABILITY PATTERN OF A REPRESENTATIVE GROUP OF ABOUT 4,000 STUDENTS FROM THE SCHOOL DISTRICT. VERBAL IQS AT GRADE 4 SHOW A HIGH RELATIONSHIP WITH SUBSEQUENT SCORES FOR SPANISH-SURNAME STUDENTS. CHANGES IN NONVERBAL SCORES ARE RELATIVELY SMALL AFTER GRADE 7 FOR BOTH GROUPS. TOTAL IQS HAVE A STABILITY PATTERN SIMILAR TO THAT OF VERBAL SCORES FOR BOTH GROUPS, BUT THE INCREASE IN NONVERBAL IQ FROM GRADES 4 TO 7 IS GREATER FOR SPANISH SPEAKING STUDENTS. (AUTHOR/RS)

ACCESSION NUMBER: ED076714

PUBLICATION DATE: MAY 73

TITLE: MEXICAN AMERICANS: AN ANNOTATED BIBLIOGRAPHY OF DOCTORAL DISSERTATIONS. ERIC-IRCD DOCTORAL RESEARCH SERIES, NUMBER 1, MAY 1973.

PERSONAL AUTHOR: JABLONSKY, ADELAIDE, COMP.

DESCRIPTOR: ABSTRACTS; ACADEMIC ACHIEVEMENT; *ANNOTATED BIBLIOGRAPHIES; BILINGUAL EDUCATION; CULTURAL FACTORS; DISADVANTAGED YOUTH; *DOCTORAL THESES; ECONOMICALLY DISADVANTAGED; EDUCATIONAL PROBLEMS; *EDUCATIONAL RESEARCH; *MEXICAN AMERICANS; SCHOOL INTEGRATION; SELF CONCEPT; SOCIALLY DISADVANTAGED; *SOCIAL SCIENCES

DESCRIPTIVE NOTE: 88P.

THE SEVEN YEARS SINCE THE ENACTMENT OF ESEA TITLE I IN 1965 PROVIDED A UNIQUE OPPORTUNITY TO ATTEMPT TO FIND ANSWERS TO UNANSWERED QUESTIONS ABOUT THE TEACHING-LEARNING PROCESS, ESPECIALLY IN RELATION TO MINORITY GROUP CHILDREN AND YOUTH, AND TO STUDENTS FROM LOW SOCIOECONOMIC BACKGROUNDS. THE FLOOD OF NEW PROGRAMS PROVIDED FERTILE GROUNDS FOR DOCTORAL DISSERTATION RESEARCH ON THE EDUCATION OF THE DISADVANTAGED. BITS AND PIECES OF RESEARCH THROUGHOUT THE COUNTRY ARE ENTOMBED IN "DISSERTATION ABSTRACTS INTERNATIONAL" AND IN UNIVERSITY LIBRARIES. THE ERIC-IRCD STAFF BELIEVING THAT MUCH COULD BE LEARNED ABOUT DOCTORAL RESEARCH ITSELF, ABOUT CHILDREN, AND ABOUT EDUCATIONAL PROGRAMS, DECIDED TO ATTEMPT TO PROVIDE COMPREHENSIVE COLLECTIONS OF ABSTRACTS IN THOSE AREAS OF SPECIAL INTEREST TO ERIC-IRCD. THE PRESENT DOCUMENT IS ONE OF SEVERAL BEING PREPARED FOR A NEW SERIES OF PUBLICATIONS ENTITLED "ERIC-IRCD DOCTORAL RESEARCH SERIES." OVER 700 ABSTRACTS WERE PHOTOCOPIED, SORTED, AND INDEXED. ALL INDEXING IS BASED ON TITLES RATHER THAN ON ABSTRACTS. DISSERTATIONS MAY BE PURCHASED IN MICROFILM OR HARD COPY FORM FROM UNIVERSITY MICROFILMS, ANN ARBOR, MICH. ORDER NUMBERS HAVE BEEN PROVIDED FOR EACH DISSERTATION AT THE END OF THE CITATION. (AUTHOR/JM)

ACCESSION NUMBER: ED076728

PUBLICATION DATE: 72

TITLE: BLACK, BROWN AND RED: THE MOVEMENT FOR FREEDOM AMONG BLACK, CHICANO AND INDIAN.

PERSONAL AUTHOR: DENBY, CHARLES, ED.

DESCRIPTOR: *ACTIVISM; AMERICAN INDIANS; BLACK POWER; *CIVIL DISOBEDIENCE; FEMINISM; *LABOR PROBLEMS; MAJORITY ATTITUDES; MEXICAN AMERICANS; *MINORITY GROUPS; NEGROES; *POLITICAL ATTITUDES

DESCRIPTIVE NOTE: 60P.

THIS PAMPHLET CONTAINS QUOTED VIEWPOINTS OF MINORITY GROUP MEMBERS, AND AIMS TO BRING THE PHILOSOPHY OF REVOLUTIONARY MARXIST-HUMANISM INTO A DIRECT DIALECTICAL RELATIONSHIP WITH THE MOVEMENT FOR LIBERATION WHICH IS COMING FROM MINORITIES, WOMEN, COLONIAL PEOPLES, AND THE WORKING MASSES. ONE ARTICLE IN THIS PAMPHLET, "LOS CHICANOS" IS IN SPANISH. (DM)

AVAILABILITY: NEWS & LETTERS COMMITTEES, 1900 E. JEFFERSON ST., DETROIT, MICH. 48207 ($0.75)

ACCESSION NUMBER: ED076982

PUBLICATION DATE: 71

TITLE: LANGUAGE FACTORS IN THE EMPLOYMENT OF BILINGUAL MEXICAN-AMERICANS: A CASE STUDY ANALYSIS.

PERSONAL AUTHOR: GARCIA, NELDA CAROLA

DESCRIPTOR: CASE STUDIES; *EMPLOYMENT LEVEL; EMPLOYMENT PRACTICES; *EMPLOYMENT QUALIFICATIONS; LANGUAGE PROFICIENCY; *LINGUISTIC PERFORMANCE; *MEXICAN AMERICANS; PEER RELATIONSHIP; SELF CONCEPT; SUPERVISORS; *TASK PERFORMANCE

DESCRIPTIVE NOTE: 329P.; PH.D. DISSERTATION, MICHIGAN STATE UNIVERSITY

TO DETERMINE THE EXTENT TO WHICH THE PERCEIVED ENGLISH LANGUAGE PERFORMANCE OF EMPLOYED BILINGUAL MEXICAN-AMERICANS INFLUENCED OR HANDICAPPED THEM IN PERFORMING JOB DUTIES AS PROFICIENTLY AS THEIR MONOLINGUAL COUNTERPARTS, PERSONAL INTERVIEWS WERE CONDUCTED WITH EQUAL NUMBERS OF MEXICAN-AMERICANS, THEIR NON-MEXICAN-AMERICAN OCCUPATIONAL PEERS, AND PERSONS IN SUPERVISORY POSITIONS OVER EACH "MATCHED PAIR" OF WHITE-COLLAR EMPLOYEES. FIFTEEN TEXAS FIRMS IN FINANCE, RETAIL TRADE, AND UTILITIES INDUSTRIES IN THREE CITIES CLOSE TO AND THREE AWAY FROM THE TEXAS-MEXICO BORDER WERE REPRESENTED. THREE PERCEPTIONS OF PERFORMANCE OF 10 LANGUAGE FACTORS RELATED TO WHITE-COLLAR WORK SITUATIONS WERE OBTAINED--A SELF-RATING, A PEER-RATING, AND A MANAGEMENT-RATING. DATA INDICATED THAT PERCEIVED LANGUAGE PERFORMANCE ABILITIES OF BOTH ETHNIC GROUPS WERE RELATIVELY HIGH, WITH THE MEXICAN-AMERICAN SUBJECTS RANKING SOMEWHAT LOWER. SELF-IMAGES, HOWEVER, WERE LOW FOR NON-MEXICAN-AMERICANS AND HIGH FOR THE MEXICAN-AMERICAN SUBJECTS. EXPECTED LANGUAGE ABILITIES INCLUDED COMPREHENSION OF WRITTEN MATERIALS AND VERBAL INSTRUCTIONS, USE OF CORRECT VERBAL GRAMMAR, AND USE OF VARIED AND SELECTIVE WORDS RELEVANT TO THE SITUATION. THE DUAL LANGUAGE CHARACTERISTIC OF THE MEXICAN-AMERICAN EMPLOYEES DID NOT AFFECT THEIR OVERALL JOB-RELATED LANGUAGE PERFORMANCE. (AUTHOR/HS)

AVAILABILITY: UNIVERSITY MICROFILMS, A XEROX COMPANY, DISSERTATION COPIES, POST OFFICE BOX 1764, ANN ARBOR, MICHIGAN 48106 (ORDER NO. 72-16,428 MFILM $4.00 XEROGRAPHY $10.00)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED077023

PUBLICATION DATE: OCT 72

TITLE: USING CREATIVE DRAMATICS TO IMPROVE THE ENGLISH LANGUAGE SKILLS OF MEXICAN-AMERICAN STUDENTS. FINAL REPORT.

PERSONAL AUTHOR: HENDRICKSON, RICHARD H.; GALLEGOS, FRANCES S.

DESCRIPTOR: *CREATIVE DRAMATICS; GRADE 2; GRADE 6; GRADE 7; *LANGUAGE INSTRUCTION; LANGUAGE SKILLS; *MEXICAN AMERICANS; NONSTANDARD DIALECTS; PSYCHOLINGUISTICS; SOCIOLINGUISTICS; *SPEECH SKILLS; *STANDARD SPOKEN USAGE

DESCRIPTIVE NOTE: 57P.

RECENT FINDINGS IN PSYCHOLINGUISTICS AND SOCIOLINGUISTICS INDICATE THAT THE PRIMARY AIM OF ORAL LANGUAGE INSTRUCTION FOR SPEAKERS OF NONSTANDARD ENGLISH SHOULD BE TO HELP STUDENTS TRANSLATE THEIR LATENT ENGLISH COMPETENCE INTO EFFECTIVE PERFORMANCE IN A WIDE RANGE OF STYLES AND MODES, RATHER THAN MERELY TO TEACH FORMS OF STANDARD ENGLISH. ONE PROPOSED MEANS OF ACCOMPLISHING THIS GOAL HAS BEEN CLASSROOM DRAMATICS, ESPECIALLY INVOLVING THE SIMULATION OF REAL-LIFE LANGUAGE SITUATIONS. TO TEST THIS APPROACH FOR IMPROVING THE ENGLISH SKILLS OF MEXICAN-AMERICAN STUDENTS, A SMALL SCALE EXPERIMENT WAS CONDUCTED FOR TEN WEEKS USING CREATIVE DRAMATICS WITH 58 SECOND, SIXTH, AND SEVENTH GRADE STUDENTS. IMPROVEMENT IN LANGUAGE SKILLS IN THE EXPERIMENTAL GROUPS WAS EVALUATED IN COMPARISON WITH THAT OF SIMILAR STUDENTS IN CONTROL GROUPS. VIDEOTAPE WAS EXTENSIVELY USED IN TEACHING, DOCUMENTING THE PROJECT ACTIVITIES, AND ASSESSING THE RESULTS. THE OUTCOME, THOUGH NOT CONCLUSIVE, SUGGESTS THAT CREATIVE DRAMATICS PROMOTES MORE EFFECTIVE USE OF ENGLISH AND MAY BE ADAPTED TO CONVENTIONAL CLASSROOMS. (AUTHOR/DI)

ACCESSION NUMBER: ED077296

PUBLICATION DATE: 25 NOV 72

TITLE: REPORT ON A PROJECT TO APPLY SOCIOLINGUISTIC RESEARCH FINDINGS TO EDUCATIONAL NEEDS OF MEXICAN AMERICAN BILINGUAL/BICULTURALS.

PERSONAL AUTHOR: ORNSTEIN, JACOB

DESCRIPTOR: *BICULTURALISM; BILINGUAL EDUCATION; *BILINGUALISM; DATA BASES; ENGLISH; HYPOTHESIS TESTING; *LANGUAGE SKILLS; MEXICAN AMERICANS; MINORITY GROUPS; QUESTIONNAIRES; RESEARCH; *SOCIOLINGUISTICS; *SPANISH SPEAKING; TAXONOMY

DESCRIPTIVE NOTE: 29P.; PAPER DELIVERED AT THE 6TH ANNUAL MEETING OF THE AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES, ATLANTA, GA., NOVEMBER 25, 1972

ACCORDING TO THIS REPORT, THE ACCOMPLISHMENTS OF THE SOCIOLINGUISTICS STUDIES ON SOUTHWEST BILINGUALISM HAVE BEEN TO (1) ELICIT A CORPUS OF THE SPEECH (SPANISH, ENGLISH, AND MIXED) OF SEVERAL HUNDRED YOUNG ADULTS AND SET UP TAXONOMIES OF LEADING VARIABLES IN BOTH LANGUAGES; (2) DEVISE AND APPLY A SOCIOLINGUISTIC BACKGROUND QUESTIONNAIRE WITH OVER 90 DEMOGRAPHIC, ATTITUDINAL, AND LANGUAGE USAGE ITEMS; (3) ESTABLISHED WORKING HYPOTHESES FOR CORRELATING SUCH DATA WITH SCHOOL PERFORMANCE RECORDS; AND (4) DEVELOP A TENTATIVE WORKING MODEL (RATIONAL BILINGUALISM) TO CORRELATE SOCIAL AND EDUCATIONAL FACTORS WITH LANGUAGE SKILLS. APPLICATIONS OF THE GROWING DATA BANK ARE ANTICIPATED IN PROGRAMS AIMED AT CURRICULAR CHANGE FOR CULTURALLY AND LINGUISTICALLY DIVERGENT PUPILS AND STUDENTS, SPECIAL TEXTS AND PROGRAMS INTENDED FOR BILINGUALS IN BOTH SPANISH AND ENGLISH, AND ATTITUDINAL PROFILES OF BILINGUALS/BICULTURALS USEFUL IN UNDERSTANDING AND COPING WITH THE SPECIAL PROBLEMS OF THIS POPULATION AND RELATED ONES (PUERTO RICAN, CUBAN, AND OTHER SPANISH-ENGLISH SPEAKERS). (AUTHOR/SK)

ACCESSION NUMBER: ED077483

PUBLICATION DATE: MAY 73

TITLE: CHICANO STUDIES AND RIO HONDO COLLEGE.

PERSONAL AUTHOR: NEGRETE, LOUIS R.

DESCRIPTOR: BICULTURALISM; COLLEGE MAJORS; CULTURAL AWARENESS; *CURRICULUM DEVELOPMENT; DEPARTMENTS; *ETHNIC STUDIES; *INSTITUTIONAL RESEARCH; *MEXICAN AMERICANS; SPANISH SPEAKING; SURVEYS

DESCRIPTIVE NOTE: 63P.

A STUDY WAS CONDUCTED TO REVIEW AND MAKE RECOMMENDATIONS CONCERNING CURRENT AND POTENTIAL CURRICULAR OFFERINGS IN CHICANO STUDIES AT RIO HONDO COLLEGE. THE NEED FOR CHICANO STUDIES IS DISCUSSED IN TERMS OF AN ASSESSMENT OF CURRENT CURRICULA, THE EMPHASIS AND DIRECTION FOR CHICANO STUDIES, AND ASSESSMENTS OF LIBRARY OFFERINGS FOR CHICANO STUDIES. EIGHT RECOMMENDATIONS WERE MADE: (1) THAT A CHICANO STUDIES DEPARTMENT SHOULD BE ESTABLISHED; (2) THAT IT SHOULD BE ESTABLISHED IN TWO PHASES--A CHICANO STUDIES CENTER SHOULD BE ESTABLISHED IMMEDIATELY TO COORDINATE A NEW CHICANO STUDIES MAJOR, AND A SEPARATE DEPARTMENT SHOULD BE ESTABLISHED AS SOON AS POSSIBLE THEREAFTER; (3) THAT A CHICANO STUDIES MAJOR SHOULD CONSIST OF AN INTRODUCTION TO CHICANO STUDIES, CONTEMPORARY POLITICS AND THE CHICANO, INTRODUCTION TO CHICANO CULTURE, BILINGUALISM AND BICULTURALISM IN THE SOUTHWEST, CHICANO ECONOMIC ISSUES, FIELD WORK IN CHICANO STUDIES, AND SPANISH LANGUAGE IN THE SOUTHWEST; (4) THAT THE CENTER AND DEPARTMENT SHOULD BE FUNDED FROM THE REGULAR COLLEGE BUDGET; (5) THAT AN ACTION PROGRAM SHOULD BE DEVELOPED TO INSURE AMPLE OPPORTUNITY FOR THE CHICANO POPULATION FOR ALL VACANT COLLEGE POSITIONS; (6) THAT THE COLLEGE SHOULD INITIATE A SPECIAL STUDY OF WHAT HAPPENS TO CHICANO STUDENTS AFTER ENROLLMENT; (7) THAT FACULTY INSERVICE TRAINING PROGRAMS BE ESTABLISHED; AND (8) THAT CHICANO SCHOLARS SHOULD BE CONSULTED PRIOR TO THE ACQUISITION OF FUTURE LIBRARY WORKS ON CHICANOS. (KM)

ACCESSION NUMBER: ED077495

PUBLICATION DATE: MAY 73

TITLE: A COMMUNITY SURVEY OF THE "DISADVANTAGED."

PERSONAL AUTHOR: SCHAUMBURG, GARY F.; SPRIGGS, TED

DESCRIPTOR: ANGLO AMERICANS; *COMMUNITY COLLEGES; *COMMUNITY SURVEYS; *DISADVANTAGED GROUPS; POST SECONDARY EDUCATION; *QUESTIONNAIRES; SPANISH SPEAKING; STATISTICAL DATA

IDENTIFIER: *CERRITOS COLLEGE

DESCRIPTIVE NOTE: 31P.

THE SPECIFIC GOALS OF THIS STUDY WERE: (1) TO DEVELOP A SURVEY INSTRUMENT FOR BOTH THE ENGLISH AND SPANISH SPEAKING THAT WOULD BE UNDERSTOOD EASILY AND BE NONTHREATENING; (2) THROUGH THE USE OF COMMUNITY REPRESENTATIVES, SELECT "ITEMS" TO BE INCLUDED IN THE QUESTIONNAIRE THAT WOULD BE PARTICULARLY RELEVANT TO THE NEEDS AND PROBLEMS OF THE "DISADVANTAGED"; (3) SELECT ONLY THOSE ITEMS TO WHICH THE COLLEGE WOULD BE CAPABLE OF RESPONDING; (4) TO ADMINISTER THE QUESTIONNAIRE TO A VALID SAMPLE OF THE "DISADVANTAGED" WITHIN THE CERRITOS COLLEGE DISTRICT; (5) TO MEET WITH THOSE INDIVIDUALS SAMPLED WHO EXPRESSED INTEREST IN ATTENDING A MEETING TO TALK ABOUT THE RESULTS OF THE SURVEY; AND (6) IMPLEMENT THE FINDINGS THROUGH THE OFFERINGS OF TALKS, SEMINARS, COURSES, PROGRAMS, ETC., WITHIN THE POTENTIAL OF THE COLLEGE'S RESOURCES. THE FOLLOWING PROCEDURES WERE USED TO IDENTIFY DISADVANTAGED INDIVIDUALS: (1) USE OF A VOTER REGISTRATION LIST AND KNOWLEDGE OF COMMUNITY WORKERS, (2) CANVASSING OF AREAS TO IDENTIFY DISADVANTAGED HOUSEHOLDS, (3) ADMINISTRATION OF QUESTIONNAIRES ON A VOLUNTARY BASIS TO THOSE PERSONS RECEIVING CHRISTMAS FOOD BASKETS, AND (4) INTERVIEWING MEMBERS OF THE HEADSTART AGENCY LOCATED WITHIN THE DISADVANTAGED AREAS AND INTERVIEWING THOSE AT LOCAL MARKETS WHO PAID FOR THEIR MERCHANDISE WITH FOOD STAMPS. A TOTAL OF 196 DISADVANTAGED HOUSEHOLDS WERE SURVEYED. RESULTS OF THE SURVEY ARE PROVIDED IN DETAIL AND TABULATED. APPENDIXES CONTAIN THE CERRITOS COLLEGE 1972 COMMUNITY SERVICES QUESTIONNAIRE, IN BOTH ENGLISH AND SPANISH, AND A MAP OF THE CERRITOS COLLEGE DISTRICT. (DB)

ACCESSION NUMBER: ED077602

PUBLICATION DATE: 18 NOV 72

TITLE: IMPLICATIONS OF THE SERRANO AND RODRIGUEZ CASES ON THE EDUCATION OF MEXICAN AMERICANS.

PERSONAL AUTHOR: GONZALEZ, SIMON

DESCRIPTOR: COURT LITIGATION; *EDUCATIONAL FINANCE; EQUAL EDUCATION; FINANCIAL SUPPORT; *MEXICAN AMERICANS; *PROPERTY TAXES; *SCHOOL SUPPORT; *STATE LEGISLATION

IDENTIFIER: RODRIGUEZ V SAN ANTONIO INDEPENDENT SCHOOL DIST; *SERRANO V PRIEST

DESCRIPTIVE NOTE: 13P.; PAPER PREPARED FOR A LEADERSHIP INSTITUTE FOR CHICANO EDUCATORS (UNIVERSITY OF TEXAS AT EL PASO, NOVEMBER 17-18, 1972)

THE PRIMARY LOCAL FUNDING SOURCE FOR SCHOOL SUPPORT HAS ALWAYS BEEN THE PROPERTY OR "AD VALORUM" TAX. STATE FUNDS, DETERMINED FOR EACH DISTRICT BY THE "FOUNDATION PROGRAM" FORMULA, SUPPLEMENT THIS TAX. LOCAL SCHOOL BOARDS, STATE LEGISLATURES, STATE CONSTITUTIONS, AND THE VOTERS HAVE THE POWER TO PROVIDE QUALITY EDUCATION. IN MANY STATES, HOWEVER, THE POWER WHICH MIGHT RESULT FROM INCREASED EDUCATIONAL EXPENDITURES HAS BEEN LIMITED. THIS IS ESPECIALLY TRUE FOR THE POOR MEXICAN AMERICAN POPULATION. IN SERRANO VS PRIEST, THE PLAINTIFFS CONTEND THAT THE DEPENDENCE ON LOCAL PROPERTY TAXES FOR EDUCATION RESULTS IN WIDE REVENUE DISPARITIES AMONG SCHOOL DISTRICTS. RODRIGUEZ VS SAN ANTONIO INDEPENDENT SCHOOL DISTRICT ARGUES THAT THE STATE MINIMUM FOUNDATION PROGRAM AND GENERAL FUND CONTRIBUTION DO NOT EQUALIZE THE GREAT DISPARITY IN TAXABLE PROPERTY AMONG SCHOOL DISTRICTS. IN THESE CASES THE COURTS DID NOT REJECT THE PROPERTY TAX BUT DID REJECT THE RELIANCE ON IT FOR LOCAL FUNDING. THE DIRECT EFFECTS OF THESE CASES ON MEXICAN AMERICAN EDUCATION ARE THAT THEY HAVE: (1) SERVED NOTICE THAT CHICANOS WILL NOT CONTINUE TO TOLERATE DISCRIMINATORY LAWS OR PRACTICES, (2) AROUSED INTEREST AMONG CHICANO LAW STUDENTS, AND (3) FOCUSED ON THE SERIOUS NEED FOR INCREASED RESOURCES FOR QUALITY EDUCATION FOR EVERYONE. (NQ)

ACCESSION NUMBER: ED077603

PUBLICATION DATE: 72

TITLE: ATTACKING EDUCATION PROBLEMS IN RURAL SCHOOLS.

PERSONAL AUTHOR: WEEKS, RAMONA

DESCRIPTOR: AMERICAN INDIANS; CULTURAL DIFFERENCES; *EDUCATIONAL PROBLEMS; *HOME VISITS; *LOW INCOME GROUPS; MEXICAN AMERICANS; PARENT TEACHER COOPERATION; *PROGRAM DESCRIPTIONS; *RURAL SCHOOLS; TEACHING TECHNIQUES

IDENTIFIER: *ELEMENTARY SECONDARY EDUCATION ACT TITLE III; ESEA TITLE III

DESCRIPTIVE NOTE: 11P.

AN ELEMENTARY AND SECONDARY EDUCATION ACT TITLE III PROGRAM FOR ATTACKING EDUCATION PROBLEMS IN THE RURAL AREAS OF PINAL COUNTY, ARIZONA, IS DESCRIBED IN THIS REPORT. THE PROGRAM SERVES APPROXIMATELY 3,174 CHILDREN IN GRADES K THROUGH 8, MANY OF WHOM ARE MINORITIES. INCLUDED IN THE PROGRAM ARE THESE RESOURCE OR SUPPLEMENTARY COMPONENTS: A MATH CONSULTANT TO CONDUCT A TESTING PROGRAM THAT WOULD IDENTIFY AND CORRECT INDIVIDUAL MATH DEFICIENCIES; A READING CONSULTANT TO INCREASE INDIVIDUAL READING ACHIEVEMENT; A LANGUAGE COMPONENT TO PROVIDE SPEECH THERAPY AND LANGUAGE AWARENESS LESSONS; A CULTURAL COMPONENT; AND A HOME/SCHOOL VISITOR TO FURNISH A LINK BETWEEN HOMES AND SCHOOLS. A PART-TIME PSYCHOLOGIST AIDS THE OTHER CONSULTANTS AND SCHOOL DISTRICT PERSONNEL IN IDENTIFYING LEARNING DISABILITIES THAT ARE PSYCHOLOGICAL RATHER THAN PHYSICAL. IT IS NOTED THAT THE PROJECT COULD BE DUPLICATED IN OTHER RURAL SCHOOL DISTRICTS IN ARIZONA AS WELL AS OTHER STATES. (PS)

ACCESSION NUMBER: ED077610

PUBLICATION DATE: SEP 72

TITLE: NORTHERN COLORADO OUTDOOR NATURE CENTER PROJECT, POUDRE SCHOOL DISTRICT R-1, FORT COLLINS, COLORADO. FINAL REPORT.

DESCRIPTOR: COMMUNITY INVOLVEMENT; *CURRICULUM GUIDES; ENVIRONMENTAL EDUCATION; FIELD EXPERIENCE PROGRAMS; LEARNING LABORATORIES; MEXICAN AMERICANS; *OUTDOOR EDUCATION; *PROGRAM EVALUATION; *QUESTIONNAIRES; *REPORTS; TEACHER IMPROVEMENT

IDENTIFIER: *COLORADO

DESCRIPTIVE NOTE: 55P.

THE OBJECTIVES OF THE NORTHERN COLORADO OUTDOOR NATURE CENTER PROJECT ARE TO: (1) DEVELOP AN OUTDOOR NATURE CENTER AND AN ENVIRONMENTAL EDUCATION LABORATORY; (2) DEVELOP MULTIDISCIPLINE CURRICULUM GUIDES FOR GRADES K-12; (3) ASSIST TEACHERS IN DEVELOPING SKILLS NECESSARY TO TEACH EFFECTIVELY IN THE OUTDOOR SETTING; AND (4) DEVELOP STUDENT AWARENESS AND SENSITIVITY TO THE ENVIRONMENT AND PROCEDURES FOR PROPER CARE OF IT. THE MIDDLE-CLASS COMMUNITY IS CENTERED IN A DIVERSIFIED AGRICULTURAL AREA. MEXICAN AMERICANS COMPRISE APPROXIMATELY 10% OF THE TOTAL POPULATION. EVALUATION OF THE PROJECT WAS FACILITATED BY A SURVEY OF 9 ELEMENTARY PRINCIPALS, 140 ELEMENTARY TEACHERS, 400 ELEMENTARY STUDENTS, AND 8 JUNIOR HIGH TEACHERS. THE CONCLUSIONS INDICATE THAT: (1) AN OUTDOOR LABORATORY ENCOURAGES PARTICIPATION IN ENVIRONMENTAL ACTIVITIES AND ENHANCES STUDENT AWARENESS AND SENSITIVITY TO ENVIRONMENTAL PROBLEMS; (2) AN ENVIRONMENTAL CURRICULUM GUIDE PROVIDES VALUABLE TEACHER ASSISTANCE FOR PLANNING APPROPRIATE LEARNING EXPERIENCES; (3) IN-SERVICE TEACHER TRAINING IS NECESSARY TO BUILD CONFIDENCE FOR TEACHING IN A DIFFERENT SETTING; AND (4) AN ENVIRONMENTAL EDUCATION PROGRAM SHOULD EMBRACE ALL LEVELS OF INSTRUCTION AND INCLUDE ALL SUBJECT DISCIPLINES IN GRADES K-12. (HBC)

ACCESSION NUMBER: ED077612

PUBLICATION DATE: SEP 71

BEST COPY AVAILABLE

TITLE: RACE AND CLASS AS DIFFERENTIAL DETERMINANTS OF UNDERACHIEVEMENT AND UNDERASPIRATION AMONG MEXICAN-AMERICANS.

PERSONAL AUTHOR: STONE, PAULA C.; RUIZ, RENE A.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; ACADEMIC ASPIRATION; *ANGLO AMERICANS; *ASPIRATION; GRADE 11; LITERATURE REVIEWS; LOWER CLASS; *MEXICAN AMERICANS; MIDDLE CLASS; OCCUPATIONAL ASPIRATION; *SOCIOECONOMIC STATUS

DESCRIPTIVE NOTE: 25P.; PAPER PRESENTED AT THE ANNUAL CONVENTION OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION, SEPTEMBER 1971.

MEXICAN AMERICAN AND ANGLO 11TH GRADE HIGH SCHOOL STUDENTS FROM LOWER AND MIDDLE SOCIOECONOMIC CLASSES WERE COMPARED USING THE LOCUS OF CONTROL, ADEQUATE ACHIEVEMENT REALITY, AND TEMPORAL ORIENTATIONS AS POTENTIAL CORRELATES OF SCHOLASTIC PERFORMANCE AND FUTURE EDUCATION AND VOCATIONAL GOALS. THE SAMPLE OF 89 MALE AND 87 FEMALE STUDENTS FROM 3 HIGH SCHOOLS IN TUCSON, ARIZONA, WAS DIVIDED INTO 4 GROUPS: 48 LOW-SOCIOECONOMIC STATUS (SES) MEXICAN AMERICANS, 26 MIDDLE-SES MEXICAN AMERICANS, 27 LOW-SES ANGLOS, AND 65 MIDDLE-SES ANGLOS. STUDENTS' RACE AND CLASS WERE IDENTIFIED BY THEIR RESPONSES TO A 15-ITEM INFORMATION SCALE CREATED FOR THIS STUDY. THE SCALES WERE COMBINED INTO A SINGLE BOOKLET OF 60 ITEMS. THESE ITEMS MEASURED THE STUDENT'S SELF-CONCEPT, ACHIEVEMENT REALITY ORIENTATION, TEMPORAL ORIENTATION, EDUCATIONAL ACHIEVEMENT, EDUCATIONAL ASPIRATION, AND LEVEL OF VOCATIONAL ASPIRATION. FINDINGS SHOWED SCHOLASTIC PERFORMANCE AND FUTURE EDUCATIONAL AND VOCATIONAL GOALS MORE CLOSELY RELATED TO SOCIOECONOMIC CLASS THAN RACIAL GROUP. INFERENCES WHICH EMERGED WERE: (1) GENERALIZATIONS FROM ONE ETHNIC MINORITY GROUP TO ANOTHER MAY BE RISKY EVEN WHEN BASED ON EMPIRICAL DATA AND (2) DIFFERENT TYPES OF PROGRAMS DESIGNED TO INVOLVE ETHNIC MINORITY MEMBERS IN THE MAINSTREAM AMERICAN SOCIETY MAY BE NECESSARY FOR DIFFERENT RACIAL GROUPS. (NQ)

ACCESSION NUMBER: ED077616

PUBLICATION DATE: 14 APR 73

TITLE: GRADE POINT AVERAGE OF MEXICAN AMERICAN AND ANGLO COLLEGE STUDENTS ATTENDING THE SAME UNIVERSITY.

PERSONAL AUTHOR: GOODMAN, PAUL WERSHUB

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; *ANGLO AMERICANS; *COLLEGE STUDENTS; DISADVANTAGED GROUPS; ETHNIC DISTRIBUTION; *GRADE POINT AVERAGE; *MEXICAN AMERICANS

IDENTIFIER: *TEXAS

DESCRIPTIVE NOTE: 14P.; PAPER PREPARED FOR SYMPOSIUM ON THE EDUCATION OF MEXICAN AMERICANS, SOCIETY FOR APPLIED ANTHROPOLOGY MEETING, TUCSON, ARIZONA, APRIL 12-14, 1973

THE PURPOSE OF THIS STUDY WAS TO DETERMINE WHETHER A DIFFERENCE EXISTS BETWEEN THE GRADE ACHIEVEMENT OF MEXICAN AMERICAN AND ANGLO COLLEGE STUDENTS. THE STUDY WAS CONDUCTED AT THE UNIVERSITY OF TEXAS AT EL PASO. A STRATIFIED RANDOM SAMPLE OF 480 STUDENTS EQUALLY DIVIDED BETWEEN ANGLOS AND MEXICAN AMERICANS WAS DRAWN FROM UNMARRIED FULL-TIME STUDENTS WHO ATTENDED THE UNIVERSITY IN THE FALL OF 1969. STRATIFICATION WAS MADE ON THE BASIS OF ETHNIC GROUP, SEX, COLLEGE CLASS, AND COLLEGE ENROLLED IN. MAJOR FINDINGS WERE THAT MEXICAN AMERICAN COLLEGE STUDENTS DO HAVE SIGNIFICANTLY LOWER GRADE POINT AVERAGES THAN ANGLO STUDENTS ENROLLED IN THE SAME UNIVERSITY; WHEN THE ENTIRE SAMPLE WAS CONSIDERED, NO SIGNIFICANT DIFFERENCES WERE FOUND WHEN THE TYPE OF HIGH SCHOOL ATTENDED WAS CONSIDERED; AND A COMPARISON OF GRADE POINT AVERAGES IN THE 5 COLLEGES SHOWED NO SIGNIFICANT DIFFERENCES BETWEEN THE GROUPS. ALL FINDINGS WERE TENTATIVE PENDING THE DISCOVERY OF 25 MISSING SAMPLES. (PS)

ACCESSION NUMBER: ED077617

PUBLICATION DATE: 14 APR 73

TITLE: IS BILINGUAL EDUCATION SHORTCHANGING THE CHICANO?

PERSONAL AUTHOR: TREVINO, ROBERT E.

DESCRIPTOR: ACCULTURATION; ACHIEVEMENT; *BICULTURALISM; *BILINGUAL EDUCATION; CULTURAL DIFFERENCES; *EDUCATIONALLY DISADVANTAGED; EDUCATIONAL PROGRAMS; ENGLISH (SECOND LANGUAGE); INTELLIGENCE TESTS; LINGUISTICS; *MEXICAN AMERICANS; PARENT PARTICIPATION; SELF CONCEPT; *SPANISH SPEAKING; TEACHER EDUCATION

DESCRIPTIVE NOTE: 26P.; PAPER PREPARED FOR SYMPOSIUM ON THE EDUCATION OF MEXICAN AMERICANS, SOCIETY FOR APPLIED ANTHROPOLOGY MEETING, TUCSON, ARIZ., APRIL 12-14, 1973

INVESTIGATING NON-LINGUISTIC FACTORS WHICH MAY HAVE CONTRIBUTED SIGNIFICANTLY TO CHICANOS' EDUCATIONAL PROBLEMS, THE STUDY DETERMINED THAT THE MAJOR OBJECTIVE OF BILINGUAL EDUCATION SHOULD BE TO CORRECT THE CHICANO CHILD'S NEGATIVE SELF-IMAGE. FATALISM, A LEGACY OF POVERTY, DROPOUTS CAUSED BY LANGUAGE AND CULTURE CONFLICTS, LOW ACHIEVEMENT ON ENGLISH-BASED IQ TESTS, AND ACCULTURATION DEMANDS THAT NEGATE NATIVE CULTURES WERE CITED AS FACTORS THAT DETER THE PROGRESS OF BILINGUAL EDUCATION. BILINGUAL EDUCATION OFTEN MERELY TAUGHT CHILDREN TO "PARROT" ENGLISH, INSTEAD OF SUPPORTING BILINGUAL-BICULTURAL OPPORTUNITIES. ONE PROGRAM THAT HAS INCORPORATED 2 LANGUAGES AND 2 SEPARATE CULTURAL SYSTEMS IS THE BILINGUAL/BICULTURAL FOLLOW-THROUGH MODEL FOR GRADES K-12 AT THE UNIVERSITY OF CALIFORNIA, RIVERSIDE. THIS PROGRAM INCLUDED PARENT INVOLVEMENT, SPANISH AS A SECOND LANGUAGE FOR TEACHERS, COMMUNITY PARTICIPATION, HOME TEACHING AND HERITAGE CURRICULUM DEVELOPMENT, AND CULTURE-MATCHING TEACHING STRATEGIES. (KM)

132

ACCESSION NUMBER: ED077619

PUBLICATION DATE: 15 APR 73 BEST COPY AVAILABLE

TITLE: MEXICAN AMERICANS IN HIGHER EDUCATION.

PERSONAL AUTHOR: GOMEZ, ANGEL I.

DESCRIPTOR: COLLEGE ADMISSION; CULTURAL DIFFERENCES; *CULTURAL EDUCATION; *ETHNIC STUDIES; GRADE PREDICTION; GRADUATE STUDENTS; *HIGHER EDUCATION; *MEXICAN AMERICANS; RECRUITMENT; *SPANISH SPEAKING; UNIVERSITY ADMINISTRATION

DESCRIPTIVE NOTE: 17P.; PAPER PRESENTED AT SYMPOSIUM ON MEXICAN AMERICAN EDUCATION, SOCIETY FOR APPLIED ANTHROPOLOGY MEETING, APRIL 12-14, 1973, TUCSON, ARIZONA

PINPOINTING SPECIFIC RECOMMENDATIONS FOR HIGHER EDUCATIONAL REFORM, THE PAPER ADVOCATES CHANGES IN THE RECRUITMENT, ADMITTANCE, RETENTION, AND COMMITMENT TO MEXICAN AMERICANS. INVESTIGATING THESE AREAS, THE REPORT FINDS: (1) COLLEGE ADMISSIONS OFFICES OFTEN RECRUIT FROM OTHER INSTITUTIONS, BYPASSING LOCAL "BARRIOS", (2) UNREALISTIC GRADE EXPECTATIONS AND AN UNWILLINGNESS TO WORK WITH STUDENTS WHO DO NOT FIT THE ANGLO MOLD BAR MEXICAN AMERICANS FROM HIGHER EDUCATION. TO RETAIN THESE STUDENTS, AN ENVIRONMENT IS NEEDED THAT PROVIDES REINFORCEMENT FOR INDIVIDUAL MOTIVATION AND CULTURAL RELATION. ALSO, COURSES DEPICTING MEXICAN HERITAGE AND CULTURE WOULD DEVELOP A STRONGER SELF-IDENTIFICATION FOR THE MEXICAN AMERICAN STUDENT AND A BETTER UNDERSTANDING FOR THE ANGLO. FUNDING OF MEXICAN AMERICAN STUDENT SERVICES AND ACADEMIC PROGRAMS SHOULD BE AN INTEGRAL PART OF THE UNIVERSITY BUDGET RATHER THAN A "SPECIAL" AND TEMPORARY FUND. (KM)

ACCESSION NUMBER: ED077623

PUBLICATION DATE: JAN 72

TITLE: MEXICAN-AMERICANS IN GOVERNMENT: A STUDY OF ATTITUDINAL DIFFERENTIATIONS WITHIN THE MEXICAN-AMERICAN COMMUNITY IN THE IMPLEMENTATION OF ACTION PROGRAMS TO INCORPORATE MEXICAN-AMERICANS INTO THE PLANNING PROCESS.

PERSONAL AUTHOR: ROCHA, JOSEPH R.

DESCRIPTOR: CITIZEN PARTICIPATION; *COMMUNITY ATTITUDES; COMMUNITY INVOLVEMENT; FEDERAL PROGRAMS; GROUP NORMS; *MASTERS THESES; *MEXICAN AMERICANS; *POLICY FORMATION; *PROGRAM PLANNING; PUBLIC OPINION

DESCRIPTIVE NOTE: 173P.; MASTERS THESIS, FRESNO STATE COLLEGE, CALIFORNIA

THE PURPOSE OF THIS STUDY WAS TO DETERMINE ATTITUDINAL DIFFERENTIATIONS WITHIN THE MEXICAN AMERICAN COMMUNITY'S LEADERSHIP IN THE IMPLEMENTATION OF EFFECTIVE PROGRAMS TO INCORPORATE MEXICAN AMERICANS INTO THE GENERAL PLANNING PROCESS AND, MORE SPECIFICALLY, INTO GOVERNMENTAL PLANNING OFFICES. THE THESIS TESTED WAS THAT MEXICAN AMERICAN INVOLVEMENT IN THE PLANNING PROCESS WAS NECESSARY IF EFFECTIVE PROGRAMS INVOLVING THAT COMMUNITY WERE TO BE IMPLEMENTED. FIFTY PERSONS WHOSE NAMES WERE DRAWN SELECTIVELY FROM MEXICAN AMERICAN ORGANIZATIONS WERE INTERVIEWED. FIFTY-TWO PERCENT OF THE INDIVIDUALS RESPONDED THAT THE OFFICE OF ECONOMIC OPPORTUNITY WAS A DESIRABLE IDENTIFIER OF THE MEXICAN AMERICAN COMMUNITY'S GOALS AND VALUES. THE CONCENTRATED EMPLOYMENT PROGRAM, AS AN EXAMPLE OF GOVERNMENT HELP FOR THE MEXICAN AMERICAN COMMUNITY, RECEIVED AN AFFIRMATIVE RESPONSE FROM 96% OF THE INTERVIEWEES. APPROXIMATELY 76% OF THE INTERVIEWEES GAVE AFFIRMATIVE RESPONSES TO THE QUESTION OF CITIZEN PARTICIPATION AS AN EFFECTIVE MEANS FOR INJECTING VALUES AND GOALS OF THE COMMUNITY INTO THE PLANNING PROCESS. ADDITIONAL FINDINGS REFERRED TO AN OPINION SURVEY ON SUPPORT AND PROMOTION OF GOVERNMENTAL PROGRAMS. APPENDICES INCLUDED QUESTIONNAIRES AND FIGURES. AN ANNOTATED BIBLIOGRAPHY ENDED THE DOCUMENT. (HBC)

ACCESSION NUMBER: ED077637

PUBLICATION DATE: 72

TITLE: A BIBLIOGRAPHY FOR CHICANO HISTORY.

PERSONAL AUTHOR: MEIER, MATT S.; RIVERA, FELICIANO

DESCRIPTOR: AMERICAN HISTORY; BIBLIOGRAPHIES; *CIVIL RIGHTS; *CULTURAL BACKGROUND; *HISTORY; *IMMIGRANTS; LABOR LEGISLATION; *MEXICAN AMERICANS; SPANISH SPEAKING

DESCRIPTIVE NOTE: 96P.

THE PRINCIPAL OBJECTIVE OF THIS BIBLIOGRAPHY IS TO PROVIDE THE BEGINNING STUDENT IN CHICANO HISTORY A SELECTIVE LIST OF ITEMS USEFUL TO UNDERSTANDING EACH OF THE MAJOR HISTORICAL PERIODS FROM THE MEXICAN AMERICAN'S ORIGINS TO THE PRESENT DAY. THE BIBLIOGRAPHY IS ARRANGED CHRONOLOGICALLY TO INCLUDE: BOOKS; SOME FEDERAL, STATE, AND LOCAL GOVERNMENTAL PUBLICATIONS; PERIODICALS; PAMPHLETS; MASTER'S THESES AND DOCTORAL DISSERTATIONS. THREE TOPICAL DIVISIONS SUPPLEMENT THE CHRONOLOGICAL ARRANGEMENT: LABOR AND IMMIGRATION; CIVIL RIGHTS; AND CHICANO CULTURE. THE CONCLUDING SECTION OF THE WORK IS A BIBLIOGRAPHY OF MEXICAN AMERICAN BIBLIOGRAPHIES WHICH IS INTENDED TO BE BROADER THAN "PURA HISTORIA". (AUTHOR/KM)

AVAILABILITY: R AND E RESEARCH ASSOCIATES, 936 INDUSTRIAL AVENUE, PALO ALTO, CALIF. 94303 ($3.00 PLUS SHIPPING CHARGES)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED077813

PUBLICATION DATE: 73

TITLE: FAMILY SOCIALIZATION AND EDUCATIONAL ACHIEVEMENT IN TWO CULTURES: MEXICAN-AMERICAN AND ANGLO-AMERICAN. WORKING PAPER NO. 58.

PERSONAL AUTHOR: ANDERSON, JAMES G.; EVANS, FRANCIS B.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; ACHIEVEMENT; BEHAVIORAL SCIENCE RESEARCH; CULTURAL BACKGROUND; FAMILY BACKGROUND; *FAMILY INFLUENCE; INDIVIDUAL DEVELOPMENT; JUNIOR HIGH SCHOOL STUDENTS; *MEXICAN AMERICANS; *MOTIVATION; PARENT INFLUENCE; *SELF CONCEPT; SELF ESTEEM; SOCIALIZATION; STUDENT ATTITUDES; STUDENT MOTIVATION

IDENTIFIER: *AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

DESCRIPTIVE NOTE: 31P.; PAPER PRESENTED TO THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (NEW ORLEANS, LOUISIANA, FEBRUARY 25-MARCH 1, 1973)

THE STUDY HAS EXAMINED VARIATIONS IN FAMILY SOCIALIZATION PRACTICES AMONG ANGLO-AMERICANS AND MEXICAN-AMERICANS AND THE EFFECT OF THESE PRACTICES ON ACHIEVEMENT VALUES, SELF-CONCEPT, AND EDUCATIONAL ACHIEVEMENT. DATA WERE COLLECTED AND ANALYZED ON 102 JUNIOR HIGH SCHOOL STUDENTS AND THEIR FAMILIES. FACTOR ANALYSIS TECHNIQUES AND GUTTMEN SCALING WERE USED TO GENERATE A SERIES OF MEASURES THAT DESCRIBE THE ACHIEVEMENT TRAINING AND INDEPENDENCE TRAINING THAT THE CHILD EXPERIENCES IN THE HOME, HIS SELF CONCEPT, AND ACHIEVEMENT VALUE ORIENTATIONS. THE MEXICAN-AMERICANS STUDIED APPARENTLY EXPERIENCED MUCH LESS INDEPENDENCE TRAINING THAN DID THEIR ANGLO PEERS. MEXICAN-AMERICAN BOYS IN PARTICULAR WERE GRANTED LITTLE AUTONOMY IN DECISION MAKING; HAD LITTLE CONFIDENCE IN THEIR ABILITY TO SUCCEED IN SCHOOL, AND WERE FATALISTIC ABOUT THE FUTURE DESPITE THE HIGH LEVEL OF ACHIEVEMENT TRAINING TO WHICH THEY ARE EXPOSED IN THE HOME. RESULTS SUGGEST THAT DIRECT ATTEMPTS TO ENCOURAGE GREATER ACADEMIC EFFORT ON THE PART OF THE STUDENT MAY ACTUALLY INHIBIT ACADEMIC PERFORMANCE. IN CONTRAST, PARENTAL INDEPENDENCE TRAINING RESULTS IN SIGNIFICANT GAINS IN ACHIEVEMENT AMONG BOTH GROUPS. THIS IS ACCOMPLISHED BY INCREASING THE STUDENT'S CONFIDENCE IN COPING WITH HIS PHYSICAL AND SOCIAL ENVIRONMENT, ESPECIALLY WITH THE CLASSROOM SITUATION WHERE STUDENTS ARE EXPECTED TO PERFORM INDEPENDENTLY. (AUTHOR/JMB)

136

ACCESSION NUMBER: ED078034

PUBLICATION DATE: FEB 73

TITLE: THE ELEMENTARY EDUCATION OF BLACK AND CHICANO CHILDREN: AN IATROGENIC DILEMMA. FINAL REPORT.

PERSONAL AUTHOR: CONWAY, LEE

DESCRIPTOR: ACADEMIC ABILITY; *ACHIEVEMENT TESTS; EVALUATION METHODS; GRADE 5; *MEXICAN AMERICANS; *NEGRO STUDENTS; *RESPONSE STYLE (TESTS); SELF CONCEPT; STANDARDIZED TESTS; STUDENT EVALUATION; STUDENT TEACHER RELATIONSHIP; TECHNICAL REPORTS; *TEST BIAS; TESTING; TEST RESULTS

DESCRIPTIVE NOTE: 35P.

EVALUATIONS OF COMPENSATORY EDUCATIONAL PROGRAMS REVEAL THAT BLACK AND CHICANO SCHOOL CHILDREN DO RELATIVELY LESS WELL THE LONGER THEY REMAIN IN SCHOOL. THIS INVESTIGATION SOUGHT TO DETERMINE THE EXTENT TO WHICH THIS REGRESSION IS ATTRIBUTABLE TO CONTEMPORARY EVALUATION METHODOLOGY. ANALYSIS WAS CONDUCTED OF THE IMPACT OF STANDARDIZED ACHIEVEMENT TESTS ON A POPULATION OF LOW SES BLACK AND CHICANO FIFTH GRADE STUDENTS. IT WAS HYPOTHESIZED THAT THE EFFECT OF FREQUENT TESTING WOULD BE THAT OF DEPRESSING ACHIEVEMENT TEST SCORES. ANALYSIS DETERMINED THAT THE TYPICAL STUDENT DROPPED AN AVERAGE OF TWO STANINES IN READING ACHIEVEMENT AS A RESULT OF THIS TESTING. ADDITIONALLY, THIS STUDY FOUND THAT: (1) BLACK AND CHICANO CHILDREN LEARN MORE THAN STANDARDIZED TESTS SHOW; (2) TESTING IS A HIGH STRESS ACTIVITY; AND (3) TESTING SERIOUSLY IMPAIRS THE TEACHER-STUDENT RELATIONSHIP. RESEARCH WAS CONDUCTED THROUGH STRUCTURED CLASSROOM OBSERVATIONS AND INTERVIEWS AND INTERVAL ANALYSIS OF TEST SCORES. IT IS CONCLUDED THAT STANDARDIZED TESTING PRODUCES PRIMARY AND SECONDARY REACTIVE EFFECTS WHICH ARE DESTRUCTIVE TO SELF-CONFIDENCE, ACHIEVEMENT, AND THE ACADEMIC ABILITY OF MINORITY, LOW-INCOME CHILDREN. (AUTHOR/CK)

ACCESSION NUMBER: ED078071

TITLE: AN EVALUATIVE STUDY OF THE ROCK ENGLISH AS A SECOND LANGUAGE PROGRAM IN SPANISH-ENGLISH BILINGUAL PROJECTS.

PERSONAL AUTHOR: RAMIREZ, A. R.; AND OTHERS

DESCRIPTOR: *BILINGUAL EDUCATION; COMMUNICATION SKILLS; ELEMENTARY SCHOOL STUDENTS; *ENGLISH (SECOND LANGUAGE); *MEXICAN AMERICANS; PHONOLOGY; PRESCHOOL CHILDREN; *PROGRAM EVALUATION; PRONUNCIATION; SECOND LANGUAGE LEARNING; SPANISH SPEAKING; SYNTAX; TEACHING TECHNIQUES; TECHNICAL REPORTS; TEST RESULTS; VOCABULARY

DESCRIPTIVE NOTE: 5P.

BILINGUAL EDUCATION PROGRAMS FOR MEXICAN-AMERICAN PRESCHOOL AND ELEMENTARY GRADE PUPILS ALMOST INVARIABLY INCLUDE INSTRUCTION IN ENGLISH AS A SECOND LANGUAGE (ESL). WHILE USUAL ESL PROGRAMS FOR YOUNG SPANISH-SPEAKING CHILDREN EMPHASIZE PRONUNCIATION DRILL (MINIMAL-PAIR DRILLS: PIT-BIT, CHOOSE-SHOES), AN ALTERNATIVE APPROACH DEEMPHASIZES PHONOLOGICAL DRILL WHILE CONCENTRATING ON TEACHING OF WORD ORDER (SYNTACTIC STRUCTURE). RESULTS OF SEVERAL STUDIES FROM BILINGUAL PROJECTS IN LOWER RIO GRANDE VALLEY REPLICATE FINDINGS THAT EXPERIMENTAL GROUPS PERFORM NO BETTER THAN CONTROL (NO FORMAL ESL INSTRUCTION) GROUPS ON PRONUNCIATION, VOCABULARY, AND COMMUNICATION BUT SCORE SIGNIFICANTLY HIGHER ON STRUCTURE. FORMAL SYNTACTICAL DRILL TO LEARN NEW WORD ORDER MAY BE MORE IMPORTANT THAN PHONOLOGICAL ANALYSES IN ESL INSTRUCTION. (AUTHOR)

ACCESSION NUMBER: ED078118

PUBLICATION DATE: 73

TITLE: BEYOND "COMPENSATORY EDUCATION." A NEW APPROACH TO EDUCATING CHILDREN.

PERSONAL AUTHOR: NIMNICHT, GLEN P.; JOHNSON, JAMES A., JR.

DESCRIPTOR: *AMERICAN INDIANS; BICULTURALISM; *COMPENSATORY EDUCATION; COMPENSATORY EDUCATION PROGRAMS; CULTURAL ENRICHMENT; CULTURAL PLURALISM; *EARLY CHILDHOOD EDUCATION; EDUCATIONALLY DISADVANTAGED; HEREDITY; MEXICAN AMERICANS; MINORITY GROUPS; NEGROES; PRIMARY GRADES; SOCIALLY DISADVANTAGED; *SOCIOECONOMIC BACKGROUND; SOCIOECONOMIC INFLUENCES

DESCRIPTIVE NOTE: 227P.

THIS BOOK PRESENTS A NEW SET OF HEURISTIC NOTIONS THAT MIGHT BE USED IN DESIGNING EDUCATIONAL PROGRAMS FOR LOW-INCOME AND ETHNIC-MINORITY CHILDREN. THE AUTHORS SEE NO HOPE FOR THE CONCEPT OF "COMPENSATORY EDUCATION" AS A WAY OF IMPROVING THE EDUCATION OF DISADVANTAGED CHILDREN; THEY HOPE THAT THIS SELECTION OF ARTICLES WILL PROVIDE A FRESH POINT OF VIEW THAT MUST BE ADOPTED IF "AMERICAN SOCIETY IS TO SOLVE SOME OF THE PRESSING EDUCATIONAL AND SOCIAL PROBLEMS IT CURRENTLY FACES." (AUTHOR/SB)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 (NO PRICE QUOTED)

ACCESSION NUMBER: ED078374

PUBLICATION DATE: 73

TITLE: DIALECT IN RELATION TO READING ACHIEVEMENT: RECORDING, ENCODING, OR MERELY A CODE?

PERSONAL AUTHOR: LUCAS, MARILYN S.; SINGER, HARRY

DESCRIPTOR: *BILINGUALISM; DIALECTS; *ELEMENTARY GRADES; GRADE 1; GRADE 2; GRADE 3; *MEXICAN AMERICANS; ORAL READING; READING; READING ABILITY; *READING ACHIEVEMENT; *READING RESEARCH; READING SKILLS

DESCRIPTIVE NOTE: 32P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSN. (NEW ORLEANS, LOUISIANA, FEBRUARY 25-MARCH 1, 1973)

DIALECT HAS BEEN A PROMINENT SUSPECT IN RECENT YEARS AS A CAUSAL FACTOR IN THE DISPARITY BETWEEN ACHIEVEMENT OF THE MAJORITY GROUP AND OF CERTAIN MINORITY GROUPS, INCLUDING MEXICAN-AMERICANS. THE PURPOSE OF THIS STUDY WAS TO DISCOVER WHETHER THERE IS A SIGNIFICANT RELATIONSHIP BETWEEN DIALECT AND ORAL READING ACHIEVEMENT IN GRADES 1-3 FOR MEXICAN-AMERICAN CHILDREN AND, IF SO, TO SPECIFY THE NATURE OF THE RELATIONSHIP. SIXTY CHILDREN FROM GRADES 1-3 WITH SPANISH SURNAMES WERE GIVEN THE GATES-MCKILLOP READING DIAGNOSTIC TEST TO DETERMINE THEIR ORAL READING PERFORMANCE. A BILINGUAL SPEAKER INTERVIEWED PARENTS AND SCORED A LANGUAGE BACKGROUND SCALE. SPONTANEOUS LANGUAGE RESPONSES WERE ASSESSED BY USING THE CHILDREN'S APPERCEPTION TEST. SEVEN SELECTED SUBTESTS FROM THE ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES (ITPA), REVISED EDITION, WERE USED TO MEASURE THE SUBJECTS' LANGUAGE PROCESSING ABILITIES IN ENGLISH. SOME OF THE RESULTS INDICATED: (1) THE SAMPLE WAS APPROXIMATELY AT THE NORMATIVE MEAN IN GRADE ONE AND HALF A YEAR BELOW THE MEAN IN GRADE TWO IN ONE SCHOOL AND IN GRADE THREE IN BOTH SCHOOLS; (2) DIFFERENT ABILITIES BECOME SIGNIFICANT AT DIFFERENT STAGES OF THE CHILD'S READING PROGRESS; AND (3) CHILDREN WHO EXPERIENCE MORE SPANISH IN THE HOME TEND TO BE LOWER IN SYNTACTIC ABILITY. (WR)

ACCESSION NUMBER: ED078686

PUBLICATION DATE: JUN 73

TITLE: MEDIA HABITS AND ATTITUDES OF MEXICAN-AMERICANS. SURVEYS IN AUSTIN AND SAN ANTONIO. II. PREDICTION OF MEXICAN-AMERICAN COMMUNICATION HABITS AND ATTITUDES.

PERSONAL AUTHOR: VALENZUELA, NICHOLAS; AND OTHERS

DESCRIPTOR: ATTITUDES; AUDIENCES; DEMOGRAPHY; INFORMATION SOURCES; *MASS MEDIA; *MEXICAN AMERICANS; *PROGRAMING (BROADCAST); PUBLIC TELEVISION; SPANISH SPEAKING; *TELEVISION RESEARCH; *TELEVISION SURVEYS; TELEVISION VIEWING; VIEWING TIME

DESCRIPTIVE NOTE: 227P.

A SURVEY WAS UNDERTAKEN TO ASSESS AND IDENTIFY COMMUNICATION PATTERNS ASSOCIATED WITH MEXICAN-AMERICANS IN AUSTIN AND SAN ANTONIO, TO DETERMINE THE EXTENT TO WHICH DIFFERENCES IN COMMUNICATION HABITS AND ATTITUDES WITHIN THE MEXICAN-AMERICAN COMMUNITY VARY IN ACCORDANCE WITH DEMOGRAPHIC VARIABLES (SUCH AS AGE, SEX, SOCIO-ECONOMIC STATUS, LANGUAGE, AND ETHNICITY), AND TO DISCUSS THE IMPLICATIONS OF THE FINDINGS FOR THE PLANNING OF PUBLIC BROADCASTING FOR MEXICAN-AMERICANS. THE DATA WHICH WERE ANALYZED FOR THE STUDY CONSISTED OF 1599 BILINGUAL INTERVIEWS GATHERED BY TELEPHONE OR IN THE FIELD, AND RESULTS SUGGEST THAT THE MAJOR DIFFERENCES IN MEDIA HABITS AND PREFERENCES WERE RELATED TO DIFFERENT SOCIO-ECONOMIC STATUS LEVELS AND THE LANGUAGE USED IN THE INTERVIEW. AGE, ETHNIC REFERENCE LABEL, AND SEX WERE INTERRELATED WITH SOCIO-ECONOMIC STATUS AND LANGUAGE. IN AN EFFORT TO MAKE TELEVISION MORE RELEVANT AND BENEFICIAL TO MEXICAN-AMERICANS, BETTER METHODS OF AUDIENCE-TO-PRODUCER FEEDBACK SHOULD BE DEVELOPED AND MEDIA RESEARCH SHOULD BECOME AN ESSENTIAL AND PERMANENT PART OF TELEVISION PRODUCTION. (SH)

ACCESSION NUMBER: ED078704

PUBLICATION DATE: 4 JAN 72

TITLE: CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS: PROYECTO PAL.

PERSONAL AUTHOR: GONZALEZ, CASTOR

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; BILINGUALISM; COGNITIVE DEVELOPMENT; *CONTENT ANALYSIS; CURRICULUM DESIGN; EDUCATIONAL FINANCE; ELEMENTARY GRADES; *ENGLISH; KINDERGARTEN CHILDREN; LEARNING THEORIES; *MEXICAN AMERICANS; PRESCHOOL CHILDREN; PROGRAM COSTS; SELF ESTEEM; SOCIOLINGUISTICS; *SPANISH; STUDENT GROUPING; TUTORING

IDENTIFIER: CALIFORNIA; *PROJECT BEST; PROYECTO PAL; SAN JOSE

DESCRIPTIVE NOTE: 32P.

THIS CONTENT ANALYSIS SCHEDULE FOR "PROYECTO PAL" IN SAN JOSE, CALIFORNIA, PRESENTS INFORMATION ON THE HISTORY, FUNDING, AND SCOPE OF THE PROJECT. INCLUDED ARE SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND DOMINANT LANGUAGES OF STUDENTS AND THEIR INTERACTION. INFORMATION IS PROVIDED ON STAFF SELECTION AND THE LINGUISTIC BACKGROUND OF PROJECT TEACHERS, INCLUDING A SUMMARY OF THE PRE- AND INSERVICE STAFF QUESTIONNAIRE. AN ASSESSMENT IS MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL. INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING, TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT. THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES, THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF EVALUATION. ATTACHED IS A SUMMARY OF PRE-TEST RESULTS OF THE ALUM ROCK UNIFIED SCHOOL DISTRICT TITLE VII BILINGUAL EDUCATION PROJECT. (SK)

142

ACCESSION NUMBER: ED073705

PUBLICATION DATE: 71

TITLE: CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS: BILINGUAL EDUCATION CENTER.

PERSONAL AUTHOR: LOPEZ-FERRER, EDGARDO; AND OTHERS

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; BILINGUALISM; COGNITIVE DEVELOPMENT; *CONTENT ANALYSIS; CURRICULUM DESIGN; EDUCATIONAL FINANCE; ELEMENTARY GRADES; ENGLISH; HIGH SCHOOL STUDENTS; JUNIOR HIGH SCHOOL STUDENTS; LEARNING THEORIES; *MEXICAN AMERICANS; PRESCHOOL CHILDREN; PROGRAM COSTS; *PUERTO RICANS; SELF ESTEEM; SOCIOLINGUISTICS; *SPANISH; STUDENT GROUPING; TUTORING

IDENTIFIER: CHICAGO PUBLIC SCHOOLS; *PROJECT BEST

DESCRIPTIVE NOTE: 62P.

THIS CONTENT ANALYSIS SCHEDULE FOR THE BILINGUAL EDUCATION CENTER OF CHICAGO PRESENTS INFORMATION ON THE HISTORY, FUNDING, AND SCOPE OF THE PROJECT. INCLUDED ARE SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND DOMINANT LANGUAGE OF STUDENTS AND THEIR INTERACTION. INFORMATION IS PROVIDED ON STAFF SELECTION AND THE LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT IS MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT, AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL. INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING, TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT. THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES, THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF EVALUATION. ATTACHED ARE VARIOUS GRAPHS AND TABLES WHICH SUPPLY ADDITIONAL DATA. (SK)

ACCESSION NUMBER: ED078708

PUBLICATION DATE: 72

TITLE: INFLUENCIA INDIA EN EL FOLKLOR MEXICANO (THE INDIAN INFLUENCE ON MEXICAN FOLKLORE).

PERSONAL AUTHOR: LEON SOTO, ERON DE

DESCRIPTOR: *AMERICAN INDIAN CULTURE; CULTURAL BACKGROUND; *CULTURAL EDUCATION; CULTURAL ENRICHMENT; CULTURAL FACTORS; DANCE; EDUCATIONAL IMPROVEMENT; FOLK CULTURE; FOLK DRAMA; *LATIN AMERICAN CULTURE; LEGENDS; MUSIC; MYTHOLOGY; PROVERBS; RACE INFLUENCES; *SECOND LANGUAGE LEARNING; SOCIOLOGY; *SPANISH; SPANISH SPEAKING

IDENTIFIER: *MEXICO

DESCRIPTIVE NOTE: 8P.; PAPER DELIVERED AT THE FALL CONFERENCE OF THE PSMLA, CANNON COLLEGE, ERIE, PA., OCTOBER 10, 1970

THIS PAPER DISCUSSES THE INFLUENCE OF INDIAN CULTURE ON THE CREATION OF MEXICAN FOLKLORE TO THE END THAT THE INCLUSION OF SUCH KNOWLEDGE IN CLASSES WHERE STUDENTS ARE STUDYING SPANISH AS A SECOND LANGUAGE WILL MAKE THOSE CLASSES LESS FORMAL, MORE INTERESTING, AND MORE MEANINGFUL. THE AUTHOR PROVIDES MANY EXAMPLES OF INDIAN CULTURAL TRADITIONS WHICH HAVE INFLUENCED THE FOLKLORE OF MODERN MEXICO. THE AUTHOR RECOUNTS SOME OF THE LEGENDS AND TRADITIONS OF TRIBES IN PRE-COLONIAL MEXICO, DESCRIBING SOCIAL ORGANIZATION, BELIEFS, SUPERSTITIONS, CEREMONIES, DANCES, CUSTOMS, AND ART. (VM)

JOURNAL CITATION: BULLETIN OF THE PSMLA; V51 N1 P3-10 FALL 1972

144

ACCESSION NUMBER: ED078714

TITLE: AN INSTRUCTIONAL MODEL FOR TEACHING "UNIVERSITY" ENGLISH TO MEXICAN-AMERICAN BILINGUALS.

PERSONAL AUTHOR: ELERICK, CHARLES

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; BILINGUALISM; *ENGLISH; ENGLISH (SECOND LANGUAGE); GRAMMAR; *LANGUAGE INSTRUCTION; LINGUISTICS; *MEXICAN AMERICANS; MINORITY GROUPS; *SPANISH; TEACHING METHODS; TEACHING TECHNIQUES

DESCRIPTIVE NOTE: 6P.

THE DATA AND OBSERVATIONS OFFERED HERE REPRESENT A MODEL FOR THE ORGANIZATION OF RELEVANT FACTS OF SPANISH AND ENGLISH FOR USE IN TEACHING ENGLISH COMPOSITION TO BILINGUAL MEXICAN-AMERICANS. THIS APPROACH, AMPLIFIED TO INCLUDE MATERIAL FROM MANY FACETS OF THE GRAMMARS OF SPANISH AND ENGLISH, CAN PROVIDE THE BASIS FOR TEACHING ENGLISH TO BILINGUALS IN A WAY THAT RESPECTS BILINGUALISM AS AN ASSET AND AS AN ACCOMPLISHMENT, WHILE HELPING THE STUDENT DRAW THE LINES THAT DISTINGUISH HIS TWO LANGUAGES. (AUTHOR/SK)

ACCESSION NUMBER: ED078363

BEST COPY AVAILABLE

PUBLICATION DATE: 72

TITLE: INDIAN AND MEXICAN AMERICANS: A SELECTIVE, ANNOTATED BIBLIOGRAPHY.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; ANNOTATED BIBLIOGRAPHIES; BIBLIOGRAPHIES; ETHNIC GROUPS; *LIBRARY COLLECTIONS; LIBRARY MATERIAL SELECTION; LIBRARY SERVICES; *MEXICAN AMERICAN HISTORY; *MEXICAN AMERICANS; SPANISH SPEAKING

DESCRIPTIVE NOTE: 48P.;(200 REFERENCES)

THIS BIBLIOGRAPHY WAS PREPARED TO PROVIDE ASSISTANCE TO LIBRARY PERSONNEL DEVELOPING COLLECTIONS RESPONSIVE TO THE NEEDS OF THOSE ATTEMPTING TO GAIN INSIGHT TO PAST AND CURRENT ISSUES AND PROBLEMS AFFECTING INDIANS AND MEXICAN AMERICANS. THE SECTION ON INDIANS (2/3 OF DOCUMENT) BEGINS WITH A LIST OF GENERAL WORKS ON MYTHS, RELIGIONS, COLLECTIVE BIOGRAPHY AND THE PRE- AND POST-COLUMBIAN PERIODS. FOLLOWING THIS ARE SECTIONS ON REGIONAL GROUPS AND INDIVIDUAL TRIBES. HEADINGS IN THE SECTION ON MEXICAN AMERICANS INCLUDE: HISTORY, COLLECTIONS, SOCIOLOGY, LABOR, AND BROWN POWER. A RELATED BIBLIOGRAPHY ON THE BLACK HERITAGE IS AVAILABLE AS ED 072 824. (AUTHOR/DH)

ACCESSION NUMBER: ED078973

PUBLICATION DATE: 70

TITLE: EVALUATION REPORT OF THE BILINGUAL EDUCATION PROGRAM. HARLANDALE INDEPENDENT SCHOOL DISTRICT, SAN MARCOS INDEPENDENT SCHOOL DISTRICT, SOUTHWEST TEXAS STATE UNIVERSITY, 1969-70.

PERSONAL AUTHOR: HUGHES, B. E.

DESCRIPTOR: ATTENDANCE; *BILINGUAL EDUCATION; *ELEMENTARY GRADES; ENGLISH (SECOND LANGUAGE); LANGUAGE DEVELOPMENT; *MEXICAN AMERICANS; *PROGRAM EVALUATION; RATING SCALES; SELF CONCEPT; *TABLES (DATA)

IDENTIFIER: *TEXAS

DESCRIPTIVE NOTE: 60P.; RELATED DOCUMENTS ARE ED 055 686 AND ED 071 795

THE BILINGUAL EDUCATION PROGRAM FOR 1969-70 WAS EVALUATED IN THIS REPORT. THE PROGRAM CONSISTED OF 1,220 MEXICAN AMERICAN PUPILS IN GRADES 1-3 IN HARLANDALE INDEPENDENT SCHOOL DISTRICT, SAN MARCOS INDEPENDENT SCHOOL DISTRICT, AND ST. JOHN'S CATHOLIC SCHOOL IN SAN MARCOS. ITS PRIMARY OBJECTIVE WAS TO PROVIDE A LEARNING SITUATION TO MEET THE SPECIAL NEEDS OF CHILDREN WHO SPEAK LIMITED ENGLISH AND WHOSE DOMINANT LANGUAGE IS SPANISH. ITS GOAL WAS TO HELP THE CHILD ACHIEVE NORMAL EDUCATIONAL PROGRESS BY THIRD GRADE. THE PROGRAM INVOLVED 5 COMPONENTS: CURRICULUM DEVELOPMENT, INSTRUCTION, TEACHING IMPROVEMENT, COMMUNITY INVOLVEMENT, AND PROJECT COORDINATION. SPECIFIC OBJECTIVES FOR EACH COMPONENT, PARTICIPANTS, MEASURING DEVICES, AND AN ANALYSIS OF DATA OBTAINED WERE PRESENTED. TABULAR DATA COVERED TEACHERS, SCHOOLS, AND PUPILS; C.A. AND I.Q. SCORES FOR FIRST GRADE; METROPOLITAN ACHIEVEMENT TEST SCORES IN ENGLISH LANGUAGE ARTS AND MATH; ATTENDANCE PERCENTAGES; COMPARISONS OF INFERRED SELF-CONCEPT JUDGMENT SCALE RESULTS; AND TEACHERS' RATING. APPENDICES INCLUDED SAMPLE RATING SCALES AND QUESTIONNAIRES, PARENTS' COMMENTS, AND A SAMPLE LESSON FROM A FIRST GRADE SOCIAL STUDIES UNIT. (NQ)

ACCESSION NUMBER: ED078977

PUBLICATION DATE: JAN 72

TITLE: ETHNIC DIFFERENCES IN MOBILITY ATTITUDES: A COMPARISON OF MEXICAN AMERICAN AND ANGLO FEMALE HIGH SCHOOL STUDENTS.

PERSONAL AUTHOR: MERKIN, DONALD H.

DESCRIPTOR: *ANGLO AMERICANS; ATTITUDES; CULTURAL DIFFERENCES; *FEMALES; *HIGH SCHOOL STUDENTS; LITERATURE REVIEWS; MASTERS THESES; *MEXICAN AMERICANS; *MOBILITY; OCCUPATIONAL ASPIRATION

DESCRIPTIVE NOTE: 69P.; MASTER'S THESIS, COLORADO STATE UNIVERSITY, FORT COLLINS

THE PURPOSE OF THIS STUDY WAS TO DETERMINE WHETHER DIFFERENCES IN MOBILITY ATTITUDES EXISTED BETWEEN ANGLO AND MEXICAN AMERICAN FEMALE HIGH SCHOOL STUDENTS. THE VARIABLES USED TO DETERMINE THIS WERE (1) SOCIO-ECONOMIC STATUS, (2) WORLD VIEW, (3) HOMEMAKING-WORK ORIENTATION, AND (4) LEVEL OF OCCUPATIONAL ASPIRATION. THE SAMPLE CONSISTED OF 339 JUNIOR AND SENIOR GIRLS (177 ANGLOS AND 162 MEXICAN AMERICANS) FROM 11 HIGH SCHOOLS IN COLORADO. ALL THE PARTICIPATING SCHOOLS WERE LOCATED IN SOCIALLY AND ECONOMICALLY DEPRESSED AREAS, WITH A SEASONAL AGRICULTURAL BASE,CHRONIC OUT-MIGRATION, AND POVERTY. DATA WERE COLLECTED BY A 26-PAGE QUESTIONNAIRE ADMINISTERED UNDER THE SUPERVISION OF TRAINED GRADUATE STUDENTS. THE STUDENTS WERE GIVEN AN HOUR TO COMPLETE THE QUESTIONNAIRE, BUT THEY WERE PERMITTED ADDITIONAL TIME IF NEEDED SINCE THE EMPHASIS WAS ON COMPLETENESS OF RESPONSE INSTEAD OF SPEED. THE FINDINGS SHOWED THE 2 GROUPS TO BE ALMOST IDENTICAL FOR LEVELS OF OCCUPATIONAL ASPIRATION; MIDDLE STATUS MEXICAN AMERICANS TO BE "LESS ACTIVE" IN THEIR WORLD VIEW; LOWER STATUS MEXICAN AMERICANS TO BE ORIENTED TOWARDS OUTSIDE EMPLOYMENT WHILE LOWER STATUS ANGLOS PREFERRED HOMEMAKING; AND SOCIO-ECONOMIC STATUS TO BE THE ONLY MAJOR DISTINCTION BETWEEN THE GROUPS. (NQ)

ACCESSION NUMBER: ED078981

PUBLICATION DATE: DEC 71

TITLE: VALUE ORIENTATIONS OF RETRAINED-RELOCATED MEXICAN-AMERICANS.

PERSONAL AUTHOR: KLEIBRINK, MICHAEL CHARLES

DESCRIPTOR: *COMMUNITY INFLUENCE; EDUCATIONAL BACKGROUND; FAMILY INFLUENCE; *MEXICAN AMERICANS; OCCUPATIONAL GUIDANCE; ON THE JOB TRAINING; *RELOCATION; *SOCIAL INFLUENCES; TABLES (DATA); *VALUES

IDENTIFIER: *TEXAS

DESCRIPTIVE NOTE: 118P.; MASTER'S THESIS, TEXAS A&M UNIVERSITY, COLLEGE STATION

VALUE ORIENTATIONS MEASURED THROUGH STATUS ORIENTATIONS WERE ANALYZED IN AN ATTEMPT TO PREDICT WHICH PARTICIPANTS IN A TRAINING RELOCATION PROGRAM STAY IN THE RECEIVING COMMUNITY AND ON THE JOB IN AN AIRCRAFT INDUSTRY. DATA WERE TAKEN FROM A STUDY OF THE OCCUPATIONAL AND PERSONAL ADJUSTMENT OF RETRAINED-RELOCATED WORKERS AND THEIR FAMILIES. MEXICAN AMERICAN WORKERS FROM THE LOWER RIO GRANDE VALLEY OF TEXAS WERE TRAINED TO BE AIRCRAFT ASSEMBLERS FOR 4 WEEKS NEAR THEIR HOMES AND THEN WERE RELOCATED ABOUT 500 MILES AWAY TO WORK. PERSONAL INTERVIEWS WERE OBTAINED FROM 46 RELOCATEES AND FROM 44 SELECTED RELOCATEES WHO LEFT THEIR JOBS AND RETURNED HOME. THREE CATEGORIES OF RELOCATEES WERE IDENTIFIED: STAYERS, RETURNEES, AND TERMINALS OR THOSE WHO HAD QUIT BUT HAD NOT BEEN INTERVIEWED AFTER THEIR TERMINATION. RESULTS INDICATED THAT THERE MAY BE A UNIQUE SET OF VALUES ASSOCIATING CERTAIN CLASSES OF JOBS AND THAT THESE LED TO SUCCESSFUL WORKER ADJUSTMENT INTO SIMILAR SITUATIONS, THAT ANTICIPATORY SOCIALIZATION WAS IMPORTANT IN THE ADJUSTMENT PROCESS, AND THAT EDUCATIONAL ORIENTATIONS WERE IMPORTANT IN PLACEMENT WHILE SOCIAL ORIENTATIONS SEEMED VITAL TO RELOCATION. (AUTHOR/PS)

ACCESSION NUMBER: ED078982

PUBLICATION DATE: 12 JAN 72

TITLE: MENTAL HEALTH PLANNING CONFERENCE FOR THE SPANISH SPEAKING (BETHESDA, MARYLAND, JANUARY 11-12, 1972).

PERSONAL AUTHOR: RILEY, SUSAN G., ED.

DESCRIPTOR: ALCOHOLISM; *CONFERENCE REPORTS; DRUG ABUSE; HEALTH SERVICES; *MENTAL HEALTH PROGRAMS; *PROGRAM PLANNING; RESEARCH; *SPANISH SPEAKING; *SPEECHES

DESCRIPTIVE NOTE: 101P.

THE NATIONAL INSTITUTE OF MENTAL HEALTH (NIMH) MENTAL HEALTH PLANNING CONFERENCE FOR THE SPANISH SPEAKING WAS HELD ON JANUARY 11-12, 1972, IN BETHESDA, MARYLAND. THIRTY SPANISH SPEAKING PROFESSIONALS AND NONPROFESSIONALS FROM 12 STATES AND THE DISTRICT OF COLUMBIA MET WITH NIMH AND THE NATIONAL INSTITUTE OF ALCOHOL ABUSE AND ALCOHOLISM. THE CONFERENCE PROCEEDINGS ARE LISTED IN 5 SECTIONS: (1) THE CONFERENCE IN PERSPECTIVE, (2) REPORTS OF GROUP MEETINGS, (3) RESPONSES BY THE VARIOUS NIMH DIVISIONS, (4) SUMMARY OF RECOMMENDATIONS BY THE PARTICIPANTS AND SOME DIVISIONS, AND (5) A LIST OF CONFERENCE PARTICIPANTS. OPENING REMARKS BY NIMH STAFF DETAILED THE CONFERENCE PURPOSE AND EXPECTATIONS; THE CONFERENCE AS A STEP TOWARD PROGRAM PLANNING FOR THE SPANISH SPEAKING; DHEW HEALTH INITIATIVES; PRESENT AND FUTURE STATUS OF THE MINORITY CENTER; AND NIMH PRIORITIES. REPORTS DISCUSSED MENTAL HEALTH SERVICES, MANPOWER AND TRAINING, SPECIAL MENTAL HEALTH PROGRAMS, ALCOHOLISM AND DRUG ABUSE, AND MENTAL HEALTH RESEARCH. THE DIVISIONS OF MENTAL HEALTH SERVICE, MANPOWER AND TRAINING, EXTRAMURAL RESEARCH, SPECIAL MENTAL HEALTH, AND THE NATIONAL INSTITUTE OF ALCOHOL ABUSE AND ALCOHOLISM MADE RESPONSES. (NQ)

ACCESSION NUMBER: ED078933

PUBLICATION DATE: AUG 71

TITLE: MEXICAN AMERICAN DROPOUTS IN THE VALLEY--THEIR REASONS FOR LEAVING SCHOOL AND THEIR EDUCATIONAL AND OCCUPATIONAL STATUS PROJECTIONS.

PERSONAL AUTHOR: WAGES, SHERRY DIANE

DESCRIPTOR: ACHIEVEMENT; *ATTITUDES; CAREERS; *DROPOUTS; *EDUCATIONAL ATTITUDES; *EMPLOYMENT POTENTIAL; EXPECTATION; HIGH SCHOOL STUDENTS; MASTERS THESES; *MEXICAN AMERICANS; SUCCESS FACTORS; TABLES (DATA); YOUTH EMPLOYMENT

IDENTIFIER: *TEXAS

DESCRIPTIVE NOTE: 146P.; MASTER'S THESIS, TEXAS A&M UNIVERSITY, COLLEGE STATION

ANALYZING THE REASONS THAT MEXICAN AMERICANS DROP OUT OF SCHOOL, THIS THESIS ALSO EXAMINED THE EDUCATIONAL AND OCCUPATIONAL STATUS PROJECTIONS OF THESE DROPOUTS, COMPARED TO THEIR PEERS STILL IN SCHOOL. DATA FROM 4 TEXAS COUNTIES--DIMMIT, MAVERICK, STARR, AND ZAPATA--WERE GATHERED ON 596 MEXICAN AMERICAN STUDENTS IN 1967 AND ON 74 MEXICAN AMERICAN DROPOUTS IN 1968. THE STUDY DETERMINED THAT A MAJORITY OF THE DROPOUTS DESIRED AND EXPECTED TO COMPLETE HIGH SCHOOL AND GO ON TO HIGHER EDUCATION, ALTHOUGH NONE OF THE MALES EXPECTED TO GRADUATE FROM COLLEGE, WHILE 20% OF THE FEMALES DID. ALMOST THREE-FOURTHS OF THE DROPOUTS DESIRED INTERMEDIATE JOBS, WITH ALMOST ONE-THIRD OF THE FEMALES, COMPARED TO 5% OF THE MALES, DESIRING HIGH LEVEL JOBS. THERE WERE SUBSTANTIAL DIFFERENCES BETWEEN THE DROPOUTS' AND THEIR IN-SCHOOL PEERS' STATUS PROJECTIONS. STUDENTS HAD HIGHER PROJECTIONS THAN DROPOUTS, ALTHOUGH BOTH GROUPS EXPRESSED LOWER EXPECTATIONS THAN ASPIRATIONS. THE RESULTS OF THIS RESEARCH SUPPORTED MERTON'S CONTENTION THAT HIGH SUCCESS GOALS ARE A UNIVERSAL PATTERN IN ALL CULTURES IN AMERICAN SOCIETY. REFERENCES, APPENDICES, AND TABLES CLOSED THE DOCUMENT. (AUTHOR/KM)

ACCESSION NUMBER: ED078332

PUBLICATION DATE: JUN 73

BEST COPY AVAILABLE

TITLE: JUDGING PERSONALITY FROM SPEECH: A PILOT STUDY OF THE ATTITUDES TOWARD ETHNIC GROUPS OF STUDENTS IN MONOLINGUAL SCHOOLS. RESEARCH AND DEVELOPMENT MEMORANDUM NO. 107.

PERSONAL AUTHOR: POLITZER, ROBERT L.; RAMIREZ, ARNULFO G.

DESCRIPTOR: ANGLO AMERICANS; *ATTITUDES; BILINGUAL EDUCATION; *ETHNIC GROUPS; *MEXICAN AMERICANS; *PERSONALITY STUDIES; SPANISH SPEAKING; *SPEECH

DESCRIPTIVE NOTE: 55P.; RELATED STUDY IS RC006926

THE PURPOSE OF THIS STUDY WAS TO INVESTIGATE THE ATTITUDES OF MEXICAN AMERICAN AND ANGLO AMERICAN STUDENTS TOWARD SPEECH TYPES THAT REPRESENT DIFFERENT SOCIAL AND ETHNIC GROUPS. THE SUBJECTS WERE 88 MEXICAN AMERICAN AND 61 ANGLO AMERICAN STUDENTS IN THE 3RD, 6TH, 9TH, AND 12TH GRADES IN 2 SCHOOL SYSTEMS. THE TECHNIQUE USED WAS THE MATCHED-GUISE METHOD IN WHICH EACH OF SEVERAL BILINGUAL SPEAKERS READ DIFFERENT PASSAGES IN VARYING LANGUAGES OR DIALECTS. MAJOR FINDINGS WERE THAT ACCENTED ENGLISH WAS DOWNGRADED BY ALL SUBJECTS; THAT THERE WAS LITTLE UPGRADING OF ANY GUISE BY THE MEXICAN AMERICANS, BY THE FEMALES, AND BY THE STUDENTS IN THE UPPER GRADES; AND THAT THERE WAS POSITIVE EVALUATION OF SPANISH IN THE UPPER GRADES, ESPECIALLY AMONG THE MEXICAN AMERICANS. (PS)

ACCESSION NUMBER: ED079009

PUBLICATION DATE: 73

TITLE: TEXAS MIGRANT LABOR. ANNUAL REPORT, 1972.

DESCRIPTOR: *AGRICULTURAL LABORERS; *ANNUAL REPORTS; BILINGUAL EDUCATION; EDUCATION; FOREIGN WORKERS; HEALTH; HOUSING; *MEXICAN AMERICANS; *MIGRANT WORKERS; MIGRATION PATTERNS; RURAL DEVELOPMENT; *SOCIOECONOMIC INFLUENCES; TABLES (DATA); VOCATIONAL EDUCATION

IDENTIFIER: *TEXAS

DESCRIPTIVE NOTE: 83P.; RELATED DOCUMENT IS ED 070 555

ORGANIZED UNDER A 1943 FEDERAL GRANT AND LATER CONSTITUTED AS A STATE AGENCY, THE GOOD NEIGHBOR COMMISSION OF TEXAS IS CHARGED WITH COORDINATING THE WORK OF FEDERAL, STATE, AND LOCAL GOVERNMENT UNITS IN IMPROVING TRAVEL AND WORKING CONDITIONS OF MIGRANT FARM WORKERS. A BASIC RESPONSIBILITY IS SURVEYING CONDITIONS AND DETERMINING PROBLEM AREAS RELATED TO MIGRANTS. IN 1971, THE 62ND LEGISLATURE GAVE THE COMMISSION THE RESPONSIBILITY FOR DEVELOPING, IN COORDINATION WITH STATE AGENCIES, SPECIFIC PROGRAMS TO MEET THE NEEDS OF AGRICULTURAL WORKERS AND THEIR FAMILIES. THE COMMISSION'S EFFORTS ARE THE BASIS FOR THIS 1972 ANNUAL REPORT. AN OVERVIEW OF TEXAS MIGRANT LABOR DESCRIBES THE EMERGENCE AND FINAL DOMINATION OF THE SEASONAL AGRICULTURAL LABOR FORCE BY SPANISH SPEAKING PEOPLE. THE FOLLOWING ARE DISCUSSED: TEXAS AGRICULTURE AND MIGRANT LABOR, ALIEN LABOR AND IMMIGRATION, TECHNICAL-VOCATIONAL EDUCATION IN TEXAS, AND CONSUMER STATE CONCERNS. CURRENT DEVELOPMENTS IN EDUCATION, HOUSING, HEALTH, JOBS, AND ECONOMICS ARE ALSO PRESENTED. THE TRENDS IN FARM LABOR AND WHAT HAS BEEN HAPPENING TO THE LOCAL DOMESTIC, MIGRATORY, AND FOREIGN WORKER IN THE PAST DECADE SUMMARIZE THE DATA. (NQ)

ACCESSION NUMBER: ED079010

PUBLICATION DATE: 27 MAR 73

TITLE: A COMPARISON BETWEEN MEXICAN-AMERICAN AND SOUTH AMERICAN STUDENTS: A CROSS-CULTURAL STUDY.

PERSONAL AUTHOR: ESCOTET, MIGUEL A.

DESCRIPTOR: COLLEGE STUDENTS; *CROSS CULTURAL STUDIES; CULTURE CONFLICT; HIGH SCHOOL STUDENTS; *LATIN AMERICAN CULTURE; *MEXICAN AMERICANS; *SPANISH SPEAKING; *STUDENT PROBLEMS; TABLES (DATA); TESTS; VALUES

DESCRIPTIVE NOTE: 26P.; PAPER PRESENTED AT COMPARATIVE AND INTERNATIONAL EDUCATION SOCIETY, 1973 NATIONAL CONVENTION, SAN ANTONIO, MARCH 25-27, 1973

ADDRESSING PROBLEM AREAS MEXICAN AMERICAN STUDENTS IDENTIFY AS IMPORTANT AND DIFFERENCES BETWEEN SOUTH AMERICAN AND MEXICAN AMERICAN STUDENT PROBLEMS, THIS RESEARCH WAS GUIDED BY EARLIER WORK ON CROSS-CULTURAL METHODS AND STUDENT PROBLEMS. THE STUDY INVOLVED 1,139 HIGH SCHOOL AND UNIVERSITY STUDENTS FROM CHILE, COLUMBIA, ECUADOR, VENEZUELA, COLORADO AND NEBRASKA (U.S. SAMPLE SOLELY MEXICAN AMERICAN). THE SPANISH VERSION OF THE MOONEY PROBLEM CHECK LIST INDICATED THERE WERE SIGNIFICANT DISCREPANCIES BETWEEN LATIN AND MEXICAN AMERICAN PROBLEMS. THE MOST FREQUENTLY INDICATED PROBLEM AREAS FOR MEXICAN AMERICANS WERE: ADJUSTMENT TO HIGH SCHOOL OR UNIVERSITY WORK; FINANCES; LIVING CONDITIONS; EMPLOYMENT; PERSONAL-PSYCHOLOGICAL RELATIONS; MORALS AND RELIGION; AND HOME AND FAMILY. THESE DIFFERED FROM THE LATIN AMERICAN CONCERN FOR PERSONAL STATUS IN UNIVERSITY WORK. FINDINGS REJECTED THE HYPOTHESIS THAT MEXICAN AMERICAN STUDENT PROBLEMS ARE SIMILAR TO THOSE OF LATIN AMERICANS. (KM)

ACCESSION NUMBER: ED079011

PUBLICATION DATE: 19 APR 73

TITLE: A COLLEGE DEGREE: DOES IT SUBSTANTIALLY ENHANCE THE ECONOMIC ACHIEVEMENT OF CHICANOS? CENTER FOR BUSINESS SERVICES OCCASIONAL PAPER NO. 503.

PERSONAL AUTHOR: GOHO, TOM; SMITH, DAVID

DESCRIPTOR: ANGLO AMERICANS; CAREERS; *COLLEGE STUDENTS; EDUCATIONAL OBJECTIVES; EMPLOYMENT EXPERIENCE; *EMPLOYMENT LEVEL; GRADUATES; JOB MARKET; *MEXICAN AMERICANS; OPPORTUNITIES; PROFESSIONAL RECOGNITION; *REWARDS; SOCIAL DISCRIMINATION; *SOCIOECONOMIC STATUS; VOCATIONAL EDUCATION

IDENTIFIER: NEW MEXICO

DESCRIPTIVE NOTE: 18P.; PAPER PRESENTED AT SOUTHWESTERN AND ROCKY MOUNTAIN DIVISION, AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE, LUBBOCK, TEXAS, APRIL 19, 1973

DETERMINING THE EARNING PATTERNS OF 2 MAJOR SOUTHWESTERN GROUPS--ANGLOS AND CHICANOS--THE STUDY ASSESSED THE RELATIVE VALUES OF HIGHER EDUCATION TO EACH GROUP. MALE ALUMNI BETWEEN THE AGES OF 22 TO 55 FROM NEW MEXICO STATE UNIVERSITY WERE STUDIED. OF THE 30% RESPONSE RETURN IN DECEMBER 1972, APPROXIMATELY 89% WERE FROM ANGLOS AND 11% FROM CHICANOS. DATA WERE COMPARED FOR AVERAGE SALARY ACCORDING TO AGE AND YEAR OF ENTRY INTO THE UNIVERSITY. THE STUDY FOUND THAT RECENT CHICANO GRADUATES WERE EARNING LESS THAN ANGLO GRADUATES, ALTHOUGH THE DIFFERENCE DISAPPEARED IN LESS THAN 10 YEARS. IT ALSO CONCLUDED THAT LESS THAN A 4-YEAR COLLEGE EDUCATION PROVIDED THE CHICANO WITH ONLY MARGINAL ECONOMIC BENEFITS, SINCE THOSE WITH 1 TO 3 YEARS OF COLLEGE EARNED ONLY 10% MORE THAN HIGH SCHOOL GRADUATES. MUCH OF THIS MIGHT BE EXPLAINED BY A DUAL LABOR MARKET AND LOW SALARY EXPECTATIONS, ALTHOUGH EVIDENCE SUGGESTED THAT THE FINANCIAL ILL EFFECTS OF DISCRIMINATION DISAPPEAR WITH JOB EXPERIENCE. (KM)

ACCESSION NUMBER: ED079188

PUBLICATION DATE: 25 FEB 73

TITLE: THE ROLE OF ETHNIC STUDIES IN EDUCATIONAL EQUALITY.

PERSONAL AUTHOR: KOLM, RICHARD

DESCRIPTOR: AFRICAN AMERICAN STUDIES; BILINGUAL EDUCATION; CAUCASIAN RACE; COMPENSATORY EDUCATION PROGRAMS; CROSS CULTURAL STUDIES; *CULTURAL EDUCATION; EDUCATIONAL NEEDS; EDUCATIONAL PLANNING; *EDUCATIONAL PROGRAMS; *EQUAL EDUCATION; ETHNIC GROUPS; *ETHNIC STUDIES; GOVERNMENT ROLE; INTERCULTURAL PROGRAMS; MEXICAN AMERICANS; *MINORITY GROUPS; NEGROES; SOCIAL PROBLEMS; SPEECHES

IDENTIFIER: *AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

DESCRIPTIVE NOTE: 19P.; PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, NEW ORLEANS, LOUISIANA, FEBRUARY 28, 1973

THE NEED FOR ETHNICITY TO BE RECOGNIZED AND ACCEPTED BY AMERICAN SOCIETY IS DISCUSSED IN TERMS OF THE INEQUALITIES IN AMERICAN EDUCATION WITH REGARD TO ETHNIC CHILDREN. POSITIVE ASPECTS AND LIMITATIONS OF TWO EDUCATIONAL APPROACHES, BLACK STUDIES AND THE BILINGUAL PROGRAM, AIMED AT THE AMELIORATION OF SOCIAL NEEDS CAUSED BY POVERTY, DISCRIMINATION OR CULTURAL DISADVANTAGES ARE DETAILED. IT IS SUGGESTED THAT, WHILE FOCUS ON RACIAL MINORITY GROUPS AND MEXICAN AMERICANS IS FULLY JUSTIFIED, THERE IS A SIMILAR GREAT NEED FOR EXTENDING THESE PROGRAMS TO WHITE ETHNIC GROUPS. (AUTHOR/SHM)

ACCESSION NUMBER: ED079220

PUBLICATION DATE: 71

BEST COPY AVAILABLE

TITLE: THE PEOPLE OF DADE COUNTY. SOCIAL STUDIES: 6470.12.

PERSONAL AUTHOR: ALCHIN, DON D., JR.

DESCRIPTOR: AMERICAN INDIANS; AREA STUDIES; COMMUNITY STUDY; *CULTURAL AWARENESS; CURRICULUM GUIDES; ELECTIVE SUBJECTS; *ETHNIC STUDIES; GRADE 7; GRADE 8; GRADE 9; HUMAN RELATIONS; JEWS; LEARNING ACTIVITIES; MINORITY GROUPS; NEGROES; RELOCATION; RESOURCE GUIDES; SECONDARY GRADES; *SOCIAL STUDIES UNITS; SPANISH AMERICANS

IDENTIFIER: FLORIDA; *QUINMESTER PROGRAM

DESCRIPTIVE NOTE: 54P.; AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

SEVENTH, EIGHTH, AND NINTH GRADE STUDENTS EXAMINE THE MANY ETHNIC GROUPS THAT MAKE UP DADE COUNTY IN THIS ELECTIVE SOCIAL STUDIES COURSE. IT FOCUSES ON THE CUBAN, BLACK, JEWISH AND WHITE ANGLO SAXON GROUPS AND THEIR INTERACTION. FOLLOWING THE COURSE IT IS HOPED THAT THE STUDENTS WILL BE MORE ABLE TO EMPATHIZE WITH OTHERS THROUGH GREATER UNDERSTANDING OF CULTURAL BACKGROUNDS, AND APPRECIATE THE DIVERSITY OF THE COMMUNITY. INCLUDED IN THE GUIDE ARE SECTIONS ON COURSE GOALS, COURSE CONTENT OUTLINE, OBJECTIVES AND LEARNING ACTIVITIES, AND A LIST OF SUGGESTED TEXTUAL AND AUDIOVISUAL MATERIALS FOR CLASSROOM USE. (AUTHOR/OPH)

ACCESSION NUMBER: ED079393

PUBLICATION DATE: JAN 73

TITLE: AN ANNOTATED LIST OF TESTS FOR SPANISH SPEAKERS.

PERSONAL AUTHOR: BUELL, KENNETH, COMP.; AND OTHERS

DESCRIPTOR: ACHIEVEMENT TESTS; *ANNOTATED BIBLIOGRAPHIES; APTITUDE TESTS; INTELLIGENCE TESTS; PERSONALITY TESTS; PERSONNEL SELECTION; *SPANISH SPEAKING; *TEST REVIEWS; *TESTS

DESCRIPTIVE NOTE: 26P.

THIS ANNOTATED LISTING OF TESTS CURRENTLY AVAILABLE FOR SPANISH SPEAKERS PROVIDES THE GRADE OR AGE LEVELS FOR WHICH THE TESTS ARE INTENDED, THE SUBJECT MATTER OR AREAS COVERED, SPECIFIC REFERENCES TO TEST REVIEWS IN THE MENTAL MEASUREMENTS YEARBOOKS, COMPLETE NAMES AND ADDRESSES OF PUBLISHERS, AND OTHER GENERAL INFORMATION OF INTEREST TO PROSPECTIVE TEST USERS. TESTS ARE LISTED UNDER THE FOLLOWING TOPICS: VERBAL ACHIEVEMENT AND APTITUDE/ABILITY; MATHEMATICS, SCIENCE ACHIEVEMENT AND APTITUDE/ABILITY; PERSONNEL/INDUSTRIAL; INTELLIGENCE; PERSONALITY; AND MISCELLANEOUS. (KM)

ACCESSION NUMBER: ED079421

PUBLICATION DATE: MAR 73

TITLE: ANALYSIS OF STATEWIDE TESTING PROGRAM RESULTS, 1972-1973. GRADES 1, 5, AND 8 AND ACT REPORT 1973.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; ANGLO AMERICANS; APTITUDE TESTS; COLLEGE BOUND STUDENTS; COLLEGE STUDENTS; *COMPARATIVE ANALYSIS; *ELEMENTARY SCHOOL STUDENTS; EVALUATION; *SPANISH AMERICANS; *STATE PROGRAMS; *TEST RESULTS

IDENTIFIER: NEW MEXICO

DESCRIPTIVE NOTE: 51P.

AN EXAMINATION OF STATEWIDE TESTING PROGRAM RESULTS FOR NEW MEXICO ARE PRESENTED UNDER THE FOLLOWING HEADINGS: (1) ASSESSMENT OF MENTAL ABILITIES, SCHOOL YEAR 1972-73, GRADE 1; (2) ASSESSMENT OF ACADEMIC APTITUDE AND ACHIEVEMENT, SCHOOL YEAR 1972-73, GRADE 5; (3) ASSESSMENT OF ACADEMIC APTITUDE AND ACHIEVEMENT, SCHOOL YEAR 1972-73, GRADE 8; AND (4) ACT REPORT, FEBRUARY 1973. CONCLUSIONS INCLUDE: (1) THE NEW MEXICO STATEWIDE FIRST GRADE MEAN MENTAL ABILITY SCORE IS SIGNIFICANTLY LOWER THAN THE NATIONAL NORM; (2) THE STATEWIDE ACHIEVEMENT MEAN FOR NEW MEXICO FIFTH GRADERS IS SIGNIFICANTLY LOWER THAN THE NATIONAL NORM; (3) EIGHTH-GRADE ACHIEVEMENT SCORES ARE SIGNIFICANTLY LOWER THAN THE NATIONAL NORM; AND (4) ANGLO STUDENTS ARE OVER-REPRESENTED IN PERCENT OF COLLEGE-BOUND STUDENTS, AND SPANISH-AMERICAN STUDENTS ARE UNDER-REPRESENTED. (CK)

ACCESSION NUMBER: ED079440

BEST COPY AVAILABLE

PUBLICATION DATE: 72

TITLE: KNOWING AND UNDERSTANDING THE SOCIALLY DISADVANTAGED ETHNIC MINORITY GROUPS.

PERSONAL AUTHOR: WEBSTER, STATEN W.

DESCRIPTOR: AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; ETHNIC GROUPS; ETHNIC ORIGINS; ETHNIC STUDIES; FAMILY CHARACTERISTICS; FAMILY STRUCTURE; GROUP UNITY; *MEXICAN AMERICANS; *MINORITY GROUPS; NEGRO CULTURE; *NEGROES; PUERTO RICAN CULTURE; *PUERTO RICANS; RESERVATIONS (INDIAN); SELF CONCEPT; SOCIAL CHARACTERISTICS; SPANISH CULTURE

DESCRIPTIVE NOTE: 490P.

THIS COLLECTION OF ESSAYS DEALS WITH THOSE ETHNIC MINORITY GROUPS WHICH CAN BE CLASSIFIED AS BEING AMONG THE SOCIALLY DISADVANTAGED IN AMERICA. HERE, THE SOCIALLY DISADVANTAGED ARE DESCRIBED AS PERSONS OR GROUPS WHOSE CHANCES FOR THE COMPLETE MAXIMIZATION OF THEIR TALENTS OR POTENTIALS ARE LIMITED BY SOCIETAL FACTORS RELATED TO POVERTY AND/OR RACE, CASTE, OR CLASS ATTITUDES AND PRACTICES. HEREIN ARE DISCUSSED FIVE NON-ANGLO ETHNIC MINORITY GROUPS. THESE GROUPS HAVE BEEN SELECTED PRIMARILY BECAUSE OF TWO REASONS: (1) THEY ARE THE LARGEST AND MOST IDENTIFIABLE OF OUR SOCIALLY DISADVANTAGED MINORITY GROUPS; AND (2) THESE ARE THE GROUPS WHOSE QUESTS FOR SOCIAL JUSTICE HAVE AND CONTINUE TO HAVE SIGNIFICANT IMPORTANCE FOR ALL AMERICANS. THE GROUPS COVERED ARE BLACK AMERICANS, MEXICAN AMERICANS, PUERTO RICAN AMERICANS, AMERICAN INDIANS, AND JAPANESE AND CHINESE AMERICANS. THE BOOK IS DIVIDED INTO FOUR SECTIONS; EACH SECTION BEGINS WITH A BRIEF INTRODUCTION, FOLLOWED BY A PHOTO-ILLUSTRATED INTERVIEW, WHICH TOOK PLACE BETWEEN THE EDITOR AND A PERSON WHO WAS A MEMBER OF THE GROUP TREATED IN THAT SECTION. THE AUTHOR HOPES THAT THE SECTIONS IN THIS BOOK WILL HELP READERS BECOME MORE KNOWLEDGEABLE OF THE BACKGROUNDS, PROBLEMS, AND LIFE-STYLES OF SELECTED ETHNIC MINORITY GROUPS. (SP)

AVAILABILITY: INTERNATIONAL TEXTBOOK CO., SCRANTON, PA. 18515 ($7.50)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED079471

PUBLICATION DATE: 69

TITLE: MEXICAN AMERICANS IN TRANSITION: MIGRATION AND EMPLOYMENT IN MICHIGAN CITIES. FINAL REPORT.

PERSONAL AUTHOR: CHOLDIN, HARVEY M.; TROUT, GRAFTON D.

DESCRIPTOR: AGRICULTURAL LABORERS; EMPLOYMENT OPPORTUNITIES; EMPLOYMENT PROBLEMS; *ETHNIC STUDIES; *FAMILY CHARACTERISTICS; FAMILY INCOME; FAMILY MOBILITY; *MEXICAN AMERICANS; *MIGRANT EMPLOYMENT; MIGRANT PROBLEMS; *OCCUPATIONAL MOBILITY; OCCUPATIONAL SURVEYS; SOCIAL CHANGE; URBAN AREAS

IDENTIFIER: *MICHIGAN

DESCRIPTIVE NOTE: 479P.

THIS STUDY WAS CONDUCTED AS PART OF A LARGER RESEARCH EFFORT DESIGNED TO EXAMINE THE CHARACTERISTICS AND SOCIAL AND OCCUPATIONAL ENCOUNTERS OF MEXICAN AMERICAN MIGRANT FARM WORKERS IN THEIR TRANSITION INTO AN URBANIZED SOCIETY. SPECIFICALLY, THE INVESTIGATION WAS DIRECTED AT SURVEYING MIGRANT WORKERS IN AND AROUND THE MICHIGAN AREA. INTERVIEWS WITH A RANDOM SAMPLE OF HOUSEHOLD HEADS PROVIDED THE DATA. VARIABLES STUDIED WERE: (1) SOCIAL CHARACTERISTICS, INCLUDING HOUSEHOLD COMPOSITION AND EDUCATIONAL LEVEL, (2) BACKGROUNDS OF MIGRATORY WORKERS AND CHARACTERISTICS OF COMMUNITY STABILIZATION, (3) OCCUPATIONAL OPPORTUNITIES, (4) EMPLOYMENT AND INCOME PATTERNS, AND (5) OCCUPATIONAL AND INCOME MOBILITY. DETAILED FINDINGS OF THE STUDY ARE INCLUDED AND TABLES PROVIDE STATISTICAL DATA OF THE VARIABLES STUDIED. OF THE SAMPLED POPULATION, ONLY 12 PERCENT WERE BORN IN MICHIGAN OR MIGRATED THERE BEFORE AGE 16. A TOTAL OF NINE PERCENT CAME BEFORE 1919, AND 32 PERCENT ARRIVED IN THE EARLY 1940'S. MIGRATION INCREASED IMMENSELY IN THE 1950'S, BUT DECLINED IN THE LATE 1950'S WITH THE ONSET OF THE ECONOMIC RECESSION. MOSTLY BORN IN TEXAS, RECENT MIGRANTS ARE SOMEWHAT YOUNGER THAN THE RESIDENT MEXICAN AMERICANS, HAVE HIGHER EDUCATIONAL LEVELS, AND RESIDE MAINLY IN RURAL AREAS. (SN)

ACCESSION NUMBER: ED079671

PUBLICATION DATE: 73

TITLE: AN ANALYTICAL STUDY OF SECONDARY FRESHMEN BILINGUAL EDUCATION AND ITS EFFECT ON ACADEMIC ACHIEVEMENT AND ATTITUDE OF MEXICAN AMERICAN STUDENTS.

PERSONAL AUTHOR: COVEY, DONALD DAVID

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; *BILINGUAL EDUCATION; COGNITIVE DEVELOPMENT; ENGLISH; ETHNIC GROUPS; *GRADE 9; MATHEMATICS; *MEXICAN AMERICANS; READING; READING RESEARCH; SECONDARY SCHOOL STUDENTS; SELF EVALUATION; *STUDENT ATTITUDES

DESCRIPTIVE NOTE: 204P.; ED.D. DISSERTATION, ARIZONA STATE UNIVERSITY

THE PURPOSES OF THIS STUDY WERE (1) TO DETERMINE WHETHER THE COGNITIVE ACHIEVEMENT IN THE ACADEMIC DISCIPLINES OF ENGLISH, MATHEMATICS, AND READING BY NINTH GRADE MEXICAN AMERICAN STUDENTS ENROLLED IN A BILINGUAL PROGRAM WAS SIGNIFICANTLY DIFFERENT FROM THAT OF NINTH GRADE MEXICAN AMERICAN STUDENTS ENROLLED IN A REGULAR PROGRAM; AND (2) TO DETERMINE IF ATTITUDES TOWARD SELF, SCHOOL, PEERS, AND TEACHERS WERE SIGNIFICANTLY DIFFERENT FOR NINTH GRADE MEXICAN AMERICAN STUDENTS ENROLLED IN A BILINGUAL PROGRAM THAN FOR NINTH GRADE MEXICAN AMERICAN STUDENTS ENROLLED IN A REGULAR SCHOOL PROGRAM. TWO HUNDRED RANDOMLY SELECTED NINTH GRADE MEXICAN AMERICAN STUDENTS WERE ADMINISTERED THE IOWA TEST OF EDUCATIONAL DEVELOPMENT, TEST 3 AND TEST 4; THE STANFORD DIAGNOSTIC READING TEST, LEVEL II; AND THE NEBRASKA ATTITUDE INVENTORY. DATA FROM THESE TESTS WERE ANALYZED USING A ONE-WAY ANALYSIS OF VARIANCE SIGNIFICANT AT THE .05 LEVEL OF CONFIDENCE. THE FINDINGS INDICATED THAT, WITH THE EXCEPTION OF MATHEMATICS, THERE WERE STATISTICALLY SIGNIFICANT DIFFERENCES BETWEEN GROUPS IN THE ACADEMIC DISCIPLINE OF ENGLISH AND THE AREA OF READING. THERE WAS ALSO A STATISTICALLY SIGNIFICANT DIFFERENCE BETWEEN GROUPS ON ATTITUDES TOWARD SELF, SCHOOL, PEERS, AND TEACHERS. (AUTHOR/WR)

AVAILABILITY: UNIVERSITY MICROFILMS, A XEROX COMPANY, DISSERTATION COPIES, POST OFFICE BOX 1764, ANN ARBOR, MICHIGAN 48106 (ORDER NO. 73-5305, MF $4.00, XEROGRAPHY $10.00)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED090133

PUBLICATION DATE: 73

TITLE: MINORITIES IN THE UNITED STATES: GUIDE TO RESOURCES.

PERSONAL AUTHOR: SMITH, JESSIE CARNEY

DESCRIPTOR: AMERICAN INDIAN CULTURE; AMERICAN INDIANS; CHINESE AMERICANS; *CULTURE; JAPANESE AMERICAN CULTURE; JAPANESE AMERICANS; LIBRARY COLLECTIONS; *LIBRARY MATERIALS; *LITERATURE; MEXICAN AMERICANS; *MINORITY GROUPS; NEGRO CULTURE; NEGROES; PUERTO RICAN CULTURE; PUERTO RICANS; RESOURCE GUIDES; *RESOURCE MATERIALS

DESCRIPTIVE NOTE: 133P.; (731 REFERENCES); PREPARED FOR THE COURSE L. S. 315, BIBLIOGRAPHY OF MINORITY CULTURES, GEORGE PEABODY COLLEGE FOR TEACHERS, NASHVILLE, TENN. PEABODY LIBRARY SCHOOL

THE APPROACH OF THIS PUBLICATION TO THE STUDY OF MINORITY CULTURES IS THROUGH AN INTRODUCTION TO THE LITERATURE OF CERTAIN MINORITY GROUPS IN THE UNITED STATES: NATIVE AMERICANS, BLACK AMERICANS, CHINESE, JAPANESE, AND PUERTO RICANS. IT IS INTENDED PRIMARILY AS A GUIDE FOR LIBRARIES, LIBRARY SCHOOL STUDENTS, LIBRARY SCHOOLS, OTHER EDUCATORS, AND OTHER STUDENTS WHO ARE INTERESTED IN BIBLIOGRAPHIC AND OTHER RESOURCES FOR THE STUDY OF VARIOUS MINORITIES. BECAUSE THIS PUBLICATION IS PREPARED IN THE ABSENCE OF A SUITABLE TEXTBOOK OR GUIDE TO THE BIBLIOGRAPHY OF MINORITY CULTURE, IT AIMS TO LEAD THE STUDENT OF MINORITY BIBLIOGRAPHY TO THE LITERATURE AND THE LIBRARY COLLECTIONS ON THIS SUBJECT. IN THE VARIETY OF SUBJECT AREAS COVERED, THE WORK IS IMMEDIATELY REGARDED AS INTERDISCIPLINARY AS WELL AS INTERCULTURAL. THE WORK UTILIZES A TOPICAL OR STRUCTURAL APPROACH, WITH EACH SECTION CONTAINING A GENERAL OVERVIEW OF THE PARTICULAR MINORITY GROUP IN QUESTION, A DISCUSSION OF REPRESENTATIVE LIBRARY COLLECTIONS WHICH HOUSE SIGNIFICANT RESOURCES ON THE TOPIC, AND AN INTRODUCTION TO THE SUBJECT APPROACH TO THE STUDY OF THE PARTICULAR MINORITY GROUP. FOLLOWING THIS DISCUSSION, A SELECTIVE BIBLIOGRAPHY IS GIVEN. (AUTHOR)

ACCESSION NUMBER: ED080186

PUBLICATION DATE: 72

TITLE: PRESCHOOLS FOR MEXICAN AMERICANS: RESEARCH AND CURRICULUM.

PERSONAL AUTHOR: LESLIE, JUDITH W.

DESCRIPTOR: *BILINGUAL EDUCATION; CULTURALLY DISADVANTAGED; DISADVANTAGED YOUTH; EXPERIMENTAL PROGRAMS; *LITERATURE REVIEWS; *MEXICAN AMERICANS; PRESCHOOL CURRICULUM; PRESCHOOL EDUCATION; *PRESCHOOL PROGRAMS; *SECOND LANGUAGE LEARNING

DESCRIPTIVE NOTE: 22P.

CURRENT PRESCHOOL PROGRAMS FOR MEXICAN AMERICAN CHILDREN ARE EXAMINED. PROGRAMS ARE CATEGORIZED AS EITHER EXPERIMENTAL OR AS NON-EXPERIMENTAL. THE EMPHASIS OF THE EXPERIMENTAL SECTION IS UPON RESEARCH FINDINGS, WHILE THE EMPHASIS OF THE NON-EXPERIMENTAL SECTION IS UPON THE CURRICULUM AND ITS IMPLEMENTATION. SIX STUDIES ARE DISCUSSED IN THE EXPERIMENTAL SECTION; THE FINDINGS SUGGEST THAT BILINGUAL INSTRUCTION IS NOT SUPERIOR TO ENGLISH OR SPANISH INSTRUCTION IN TERMS OF STUDENT ACHIEVEMENT. HOWEVER, ONE STUDY SHOWED SUCCESSFUL SOCIAL ADJUSTMENT ON THE PART OF MEXICAN AMERICAN CHILDREN INVOLVED IN BILINGUAL PROGRAMS. FINDINGS ALSO SHOWED INTEGRATED CLASSROOMS TO FACILITATE ACHIEVEMENT GAINS FOR MEXICAN AMERICANS. SEVENTEEN PROGRAMS ARE DISCUSSED IN THE NON-EXPERIMENTAL SECTION. FINDINGS INDICATE THAT IN SOME CASES ACQUISITION OF A SPECIFIC ENGLISH VOCABULARY ENABLES A GREATER PERCENTAGE OF MEXICAN AMERICAN CHILDREN THAN NORMAL TO PROGRESS TO SUBSEQUENT GRADES IN SCHOOL. THREE OUTSTANDING FEATURES OF THESE PRESCHOOL PROGRAMS ARE A BILINGUAL APPROACH, A GREATER DEGREE OF PARENTAL INVOLVEMENT THAN IN MOST PRESCHOOL PROGRAMS, AND AN AWARENESS AND APPRECIATION OF THE MEXICAN AMERICAN CULTURAL HERITAGE. (AUTHOR/KM)

ACCESSION NUMBER: ED080223

PUBLICATION DATE: DEC 69

TITLE: A RESOURCE GUIDE FOR TEACHING CHICANO STUDIES IN JUNIOR AND SENIOR HIGH SCHOOLS.

PERSONAL AUTHOR: BARRIOS, EARNEST, COMP.; AND OTHERS

DESCRIPTOR: AMERICAN HISTORY; COMMUNITY INVOLVEMENT; CULTURAL BACKGROUND; *CURRICULUM DEVELOPMENT; *HIGH SCHOOLS; *JUNIOR HIGH SCHOOLS; MASS MEDIA; *MEXICAN AMERICANS; ORGANIZATIONS (GROUPS); *RESOURCE GUIDES; SPANISH AMERICANS; STUDENT DEVELOPED MATERIALS; TEACHER DEVELOPED MATERIALS; TEACHING GUIDES

IDENTIFIER: CHICANO STUDIES; SAN DIEGO CITY SCHOOLS

DESCRIPTIVE NOTE: 222P.

IN 1969, TEACHERS OF THE SAN DIEGO CITY SCHOOL DISTRICT, STUDENTS, AND REPRESENTATIVES OF THE CHICANO COMMUNITY ASSISTED IN THE DEVELOPMENT OF THIS RESOURCE GUIDE FOR JUNIOR AND SENIOR HIGH SCHOOLS. INFORMATION GLEANED FROM HISTORY, SOCIOLOGY, ANTHROPOLOGY, AND LITERATURE WAS COMPILED. CONTRIBUTIONS FROM ART, MUSIC, AND DRAMA WERE ALSO INCLUDED TO MAKE THE GUIDE A MORE COMPLETE TEACHING AND LEARNING TOOL. USING THE GUIDE, STUDENTS SHOULD BE ABLE TO BETTER UNDERSTAND THE HISTORY, TRADITION, AND CULTURE OF THE MEXICAN AMERICAN AND RELATE THIS TO PRESENT-DAY EDUCATIONAL, ECONOMIC, POLITICAL, AND SOCIAL PROBLEMS ENCOUNTERED BY CHICANOS IN CONTEMPORARY AMERICAN SOCIETY. (AUTHOR/FF)

AVAILABILITY: OFFICE OF MATERIALS DEVELOPMENT, EDUCATION CENTER, SAN DIEGO CITY SCHOOLS, 4100 NORMAL STREET, SAN DIEGO, CALIF. 92103 (STOCK NO. 41-C-3050, $3.35)

ACCESSION NUMBER: ED080224

PUBLICATION DATE: AUG 73

TITLE: AZTECAS DEL NORTE: THE CHICANOS OF AZTLAN.

PERSONAL AUTHOR: FORBES, JACK D.

DESCRIPTOR: *AMERICAN INDIANS; BILINGUALISM; CHANGING ATTITUDES; *CROSS CULTURAL STUDIES; *CULTURAL BACKGROUND; EDUCATION; EMPLOYMENT; LABORERS; *MEXICAN AMERICAN HISTORY; *MEXICAN AMERICANS; ORGANIZATIONS (GROUPS); RELIGION; SOCIAL CHANGE

IDENTIFIER: *SOUTHWEST

DESCRIPTIVE NOTE: 336P.

THE PURPOSE OF THIS BOOK IS TO EXAMINE THE INDIAN HERITAGE OF THE MEXICAN AMERICANS OF THE SOUTHWEST. IT COVERS MEXICAN AMERICAN HISTORY FROM THE TIME OF THE AZTECS TO THE PRESENT. IN THE INTRODUCTION, THE MEXICAN APPROACH TO UNITED STATES HISTORY IS DISCUSSED. TOPICS COVERED ARE: THE TOLLECAYOTL AND MEXICAYOTL HERITAGE; THE NORTHWARD MOVEMENT; MEXICANS AS SECOND-CLASS AMERICANS IN THE SOUTHWEST; THEIR SELF-IDENTITY; MEXICAN RELIGION AND EDUCATION; MEXICAN AMERICANS ORGANIZING FOR THE FUTURE; AND LA RAZA UNIDA. SOME THOUGHTS EXPRESSED ORIGINALLY IN THE NAHUAN LANGUAGE OF NAHUATL ARE GIVEN. (NQ)

AVAILABILITY: EDUCATION DEPARTMENT, FAWCETT PUBLICATIONS, INC., GREENWICH, CONN. 06830 ($0.95)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED080231

PUBLICATION DATE: 72

TITLE: CHICANOS. OUR BACKGROUND AND OUR PRIDE.

PERSONAL AUTHOR: DE LEON, NEPHTALI

DESCRIPTOR: *ACTIVISM; AMERICAN INDIANS; *CULTURAL BACKGROUND; DEMONSTRATIONS (CIVIL); *EDUCATION; *MEXICAN AMERICAN HISTORY; *MEXICAN AMERICANS

IDENTIFIER: *LUBBOCK; TEXAS

DESCRIPTIVE NOTE: 95P.

EXAMINING MEXICAN AMERICAN HERITAGE, THIS BOOK COVERS MEXICAN AMERICAN HISTORY FROM THE TIME OF THE AZTECS TO THE PRESENT. TOPICS ARE: AZTEC AND SPANISH HERITAGE; MEXICO'S REVOLUTIONS; THE MEXICAN AMERICAN'S CULTURE; EDUCATION; AND THE PRESENT CHICANO MOVEMENT. MEXICAN AMERICANS IN LUBBOCK, TEXAS ARE ALSO DISCUSSED. (NQ)

AVAILABILITY: TOTINEM PUBLISHING COMPANY, 4036 MORRISON RD., DENVER, COLORADO 80219 ($2.60 PLUS SHIPPING)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED080232

PUBLICATION DATE: MAR 72

TITLE: "ETHNICIZATION OF SOCIAL STUDIES IN THE SECONDARY SCHOOL: THE 'BROWNING' OF AMERICA."

PERSONAL AUTHOR: LUX, GUILLERMO

DESCRIPTOR: *AMERICAN INDIANS; ANGLO AMERICANS; CULTURE; *EDUCATIONAL CHANGE; *ETHNIC STUDIES; *HISTORY; LANGUAGE; *MEXICAN AMERICANS; SELF CONCEPT

IDENTIFIER: *SOUTHWEST

DESCRIPTIVE NOTE: 13P.; REVISION OF A PAPER PRESENTED AT THE SOUTHWESTERN SOCIAL SCIENCE CONVENTION (SAN ANTONIO, TEXAS, MARCH 1972)

ALTHOUGH OFTEN OUTNUMBERING ANGLOS IN THE SOUTHWEST, MEXICAN AMERICANS AND AMERICAN INDIANS HAVE NOT BEEN COVERED HISTORICALLY, LINGUISTICALLY, OR CULTURALLY. INSTEAD, THE EMPHASIS IN SCHOOLS HAS BEEN PLACED ON ANGLO AND EUROPEAN HISTORY AND CULTURE, EITHER IGNORING OR VILLIFYING THESE MINORITY GROUPS. TO CHANGE THIS, THE REPORT INCLUDED A SUGGESTED SOCIAL STUDIES OUTLINE FOR SOUTHWESTERN SCHOOLS, RESOURCE BIBLIOGRAPHIES, AUDIOVISUAL SOURCES, AND PERIODICALS TO TEACH MEXICAN AMERICAN HISTORY AND CULTURE. (KM)

ACCESSION NUMBER: ED080241

PUBLICATION DATE: 15 APR 69

TITLE: STUDY OF MODIFIED SCHOOL PROGRAMS FOR MIGRANT CHILDREN.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; ACHIEVEMENT TESTS; BILINGUAL EDUCATION; COMMUNITY INVOLVEMENT; *EDUCATIONAL PROGRAMS; *EVALUATION; *MEXICAN AMERICANS; *MIGRANT CHILDREN; SOCIOECONOMIC STATUS; STANDARDIZED TESTS

IDENTIFIER: *TEXAS MIGRANT EDUCATIONAL DEVELOPMENT CENTER

DESCRIPTIVE NOTE: 104P.

THE FINDINGS, IMPLICATIONS, AND RECOMMENDATIONS OF A TEXAS MIGRANT EDUCATION STUDY WERE PRESENTED IN THIS REPORT. OBJECTIVES WERE TO DETERMINE HOW EDUCATIONAL ACHIEVEMENT OF MIGRANT STUDENTS IN 6-MONTH PROGRAMS COMPARES WITH THAT OF STUDENTS IN 9-MONTH MODIFIED PROGRAMS FOR MIGRANTS AND WITH OTHER STUDENTS IN THE COMMUNITY, THE EFFECTS OF DIFFERENCES IN RESOURCES, AND THE COMPARISON OF ACHIEVEMENT OF MIGRANT PUPILS ENROLLED IN OUT-OF-STATE SCHOOLS WHILE IN TRANSIT WITH THOSE NOT ENROLLED IN OUT-OF-STATE SCHOOLS. IT WAS FOUND THAT NONE OF THE PROGRAMS WERE MAKING AN ADEQUATE CHANGE IN THE PERFORMANCE OF MIGRANT CHILDREN AND THAT FOR ALL 3 GROUPS THE STANFORD ACHIEVEMENT TEST PERFORMANCE WAS SUBSTANTIALLY BELOW NATIONAL NORMS. AN EVALUATION OF THE 6-MONTH EXTENDED DAY MIGRANT SCHOOL PROGRAM SHOWED THAT IT REQUIRED A THOROUGH AND CONSTRUCTIVE REVIEW. THE MAJOR IMPLICATION WAS THAT AN IN-DEPTH STUDY OF MIGRANT EDUCATION IS NECESSARY IF ADEQUATE SOLUTIONS ARE TO BE DEVELOPED. (PS)

AVAILABILITY: SOUTHWEST EDUCATIONAL DEVELOPMENT LAB., 800 BRAZOS STREET, AUSTIN, TEXAS 78701 (FREE)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED080243

PUBLICATION DATE: 68

TITLE: COMPUTER-ASSISTED INSTRUCTION IN THE EDUCATION OF THE MIGRANT MEXICAN AMERICAN.

DESCRIPTOR: AGRICULTURAL LABORERS; BILINGUAL EDUCATION; COMMUNITY ATTITUDES; *COMPUTER ASSISTED INSTRUCTION; CULTURAL AWARENESS; CURRICULUM; DROPOUT RATE; *ECONOMIC DISADVANTAGEMENT; EDUCATIONAL RETARDATION; INSTRUCTIONAL MATERIALS; *MEXICAN AMERICANS; *MIGRANT CHILDREN; *SOCIAL INFLUENCES

DESCRIPTIVE NOTE: 106P.

THE RATIONALE AND FEASIBILITY FOR USING COMPUTER ASSITED INSTRUCTION (CAI) WITH MIGRANT STUDENTS WAS INVESTIGATED. THREE MAJOR SOCIAL NEEDS FOR MIGRANTS WERE IDENTIFIED: TO REDUCE THE EDUCATIONAL RETARDATION AND HIGH DROPOUT RATE AMONG CHILDREN, AND TO IMPROVE THE ECONOMIC STATUS OF THE FAMILY. THREE PROJECTS WERE PROPOSED TO MEET THESE NEEDS: A CAI ADAPTATION OF A BILINGUAL READING PROGRAM, A BASIC SKILLS IN MATHEMATICS PROGRAM, AND A CAI ADULT LITERACY PROGRAM. EACH PROGRAM DESCRIPTION INCLUDED THE RATIONALE, OBJECTIVES, IMPLEMENTATION STRATEGY, AND PROJECT BUDGET. THE MAJOR OBJECTIVE OF THE FEASIBILITY STUDY WAS TO CONFIRM, OR AMEND AND REFINE, THE FINDINGS AND RECOMMENDATIONS OF THE FIRST PHASE OF THE STUDY. IT WAS DETERMINED THAT IN ORDER FOR AN ON-LINE COMPUTER TERMINAL TO BE ECONOMICALLY, OPERATIONALLY, AND PRODUCTIVELY FEASIBLE, THE FOLLOWING MUST BE AVAILABLE: SUFFICIENTLY VERSATILE COMPUTER HARDWARE, TRAINED COMPUTER MAINTENANCE PERSONNEL, AND COMPUTER PROGRAMS THAT HAVE SUCCESSFULLY PASSED THROUGH DEVELOPMENTAL TESTING AND HAVE BEEN BOTH DESIGNED FOR AND LABORATORY TESTED ON STUDENTS REPRESENTATIVE OF THE SCHOOL POPULATION WHERE IT IS TO BE USED. (PS)

AVAILABILITY: SOUTHWEST EDUCATIONAL DEVELOPMENT LAB., 800 BRAZOS STREET, AUSTIN, TEXAS 78701 (FREE)

DOCUMENT NOT AVAILABLE FROM EDRS

170

ACCESSION NUMBER: ED080251

PUBLICATION DATE: MAR 73

TITLE: AN ANNOTATED BIBLIOGRAPHY OF DISSERTATIONS ON AMERICAN INDIAN, MEXICAN AMERICAN, MIGRANT AND RURAL EDUCATION.

PERSONAL AUTHOR: CONLEY, HOWARD K.

DESCRIPTOR: *AMERICAN INDIANS; ANGLO AMERICANS; *DOCTORAL THESES; EDUCATION; HISTORY; *MEXICAN AMERICANS; *MIGRANT EDUCATION; MINORITY GROUPS; NEGROES; *RURAL EDUCATION; SMALL SCHOOLS

DESCRIPTIVE NOTE: 50P.

AN ANNOTATED BIBLIOGRAPHY COVERING AMERICAN INDIAN, MEXICAN AMERICAN, MIGRANT, AND RURAL EDUCATION, THIS DOCUMENT INCLUDES DOCTORAL DISSERTATIONS WRITTEN BETWEEN 1964-72. THERE ARE 62 ENTRIES FOR AMERICAN INDIANS, 26 FOR MEXICAN AMERICANS, 7 FOR MIGRANTS, AND 8 FOR RURAL AND SMALL SCHOOLS. A SUBJECT INDEX ENDS THE DOCUMENT. (KM)

ACCESSION NUMBER: ED080253

PUBLICATION DATE: 14 APR 73

TITLE: SOME FINDINGS OF SOCIOLINGUISTIC RESEARCH ON MEXICAN-AMERICAN COLLEGE AGE BILINGUALS.

PERSONAL AUTHOR: ORNSTEIN, JACOB

DESCRIPTOR: ACADEMIC ACHIEVEMENT; ACADEMIC PERFORMANCE; *BILINGUALISM; *COLLEGE STUDENTS; *LANGUAGE RESEARCH; *MEXICAN AMERICANS; SOCIOECONOMIC STATUS; *SOCIOLINGUISTICS; TABLES (DATA)

IDENTIFIER: *UNIVERSITY OF TEXAS AT EL PASO

DESCRIPTIVE NOTE: 28P.; PAPER PREPARED FOR SOCIETY FOR APPLIED ANTHROPOLOGY, TUCSON CONFERENCE (TUCSON, ARIZONA, APRIL 12-14, 1973)

INVESTIGATED IN THIS STUDY WERE: (1) THE SOCIOLINGUISTIC BACKGROUND OF BILINGUAL STUDENTS AT THE UNIVERSITY OF TEXAS AT EL PASO (UTEP); (2) THE SOCIOEDUCATIONAL SIDE OF BILINGUALISM; (3) THE RELATIONSHIP BETWEEN SKILL IN ENGLISH AND ACADEMIC PERFORMANCE AMONG BILINGUALS; AND (4) THE LANGUAGE ATTITUDES OF THESE STUDENTS. A STRATIFIED RANDOM SAMPLE OF 301 FULL-TIME, UNDERGRADUATE, UNMARRIED MEXICAN AMERICANS AT UTEP DURING 1970-71 WAS USED. THE SAMPLE WAS SUBDIVIDED INTO 16 HOMOGENEOUS GROUPS ACCORDING TO AGE, SEX, YEAR OF SCHOOL, AND OTHER FACTORS WITHIN THE MEXICAN AMERICAN AND THE ANGLO POPULATION. THE SOCIOLINGUISTIC BACKGROUND QUESTIONNAIRE AND THE COLLEGE AND UNIVERSITY ENVIRONMENT SCALES (CUES) WERE ADMINISTERED. THE CUES CONSISTED OF THE FOLLOWING: PRACTICALITY, PROPRIETY, COMMUNITY, AWARENESS, AND SCHOLARSHIP. A SUB-SAMPLE OF 30 STUDENTS WAS USED TO MEASURE THE LINGUISTIC PORTION OF THE STUDY. SOME OF THE FINDINGS WERE: (1) PERFORMANCE WAS IN GENERAL LOWER IN SPANISH THAN IN ENGLISH; (2) AS SOCIOECONOMIC STATUS INCREASED, SO DID ENGLISH SKILL; (3) ATTITUDES TOWARD THE DESIRABILITY OF ENGLISH WERE CORRELATED WITH SCHOOL PERFORMANCE; AND (4) SKILL IN WRITTEN ENGLISH WAS POSITIVELY RELATED TO ACADEMIC PERFORMANCE. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (NQ)

172

ACCESSION NUMBER: ED080255

PUBLICATION DATE: 31 AUG 73

TITLE: SOCIAL WORK EDUCATION FOR ECONOMICALLY DISADVANTAGED GROUPS IN TEXAS. FINAL REPORT, JULY 1, 1970 - AUGUST 31, 1973.

PERSONAL AUTHOR: ARMENDARIZ, JUAN

DESCRIPTOR: AMERICAN INDIANS; CURRICULUM DEVELOPMENT; ECONOMICALLY DISADVANTAGED; *GRADUATE STUDY; HIGHER EDUCATION; LOW INCOME GROUPS; *MEXICAN AMERICANS; NEGRO STUDENTS; *PROGRAM EVALUATION; RECRUITMENT; *SOCIAL WORK; TABLES (DATA); *TEACHING PROGRAMS; UNIVERSITIES

IDENTIFIER: *TEXAS

DESCRIPTIVE NOTE: 149P.

THE EVALUATION REPORT OF TEXAS GRADUATE SCHOOLS OF SOCIAL WORK HAS 6 CRITERIA: (1) AN INCREASE IN THE PERCENTAGE OF BLACKS AND MEXICAN AMERICANS IN SCHOOLS; (2) A FULL UTILIZATION OF THE SCHOLARSHIPS UNDER THESE PROGRAMS; (3) DEVELOPMENT OF A STATEWIDE RECRUITMENT SYSTEM; (4) RELEVANT CURRICULUM CHANGES; (5) RETENTION OF GRADUATES FROM THE PROGRAMS, AS SOCIAL WORKERS IN TEXAS AND THE SOUTHWEST; AND (6) STUDENT FOLLOW-UP AFTER GRADUATION. MINORITIES IN THE PROGRAM RANGED FROM 55 (1968-69)-110 (1972-73) STUDENTS. EACH CRITERIA IS EVALUATED AND SUMMARIZED. FOR THE RECRUITMENT AND RETENTION OF MINORITY STUDENTS, CONCLUSIONS INCLUDE THAT: (1) THE ENROLLMENT OF MINORITY GROUP STUDENTS INCREASED AND ALL STIPENDS WERE AWARDED; AND (2) THERE WAS A LOW ATTRITION RATE AMONG STUDENTS RECRUITED INTO THE PROGRAMS. REPORT CONTENTS ARE: (1) INTRODUCTION; (2) SUMMARY AND CONCLUSIONS; (3) ANALYSIS AND EVALUATION; (4) EVALUATION COMPONENT; AND (5) FINAL COMMENTS AND RECOMMENDATIONS. THE APPENDIXES, WHICH COMPRISE THE MAJORITY OF THE DOCUMENT, GIVE BACKGROUND INFORMATION FOR REPORT FINDINGS. (FF)

ACCESSION NUMBER: ED080261 **BEST COPY AVAILABLE**

PUBLICATION DATE: 7 FEB 73

TITLE: BILINGUAL/BICULTURAL EDUCATION MODELS. FINAL REPORT.

PERSONAL AUTHOR: MARTINEZ, FRANK; AND OTHERS

DESCRIPTOR: ATTITUDES; BEHAVIOR CHANGE; *BICULTURALISM; *BILINGUAL EDUCATION; CHILD DEVELOPMENT; CULTURE CONFLICT; *CURRICULUM; ENGLISH (SECOND LANGUAGE); *MEXICAN AMERICANS; MIGRANTS; *MODELS; SOCIOECONOMIC STATUS; SOCIOLINGUISTICS

DESCRIPTIVE NOTE: 176P.; WRITTEN IN BOTH ENGLISH AND SPANISH

WRITTEN IN ENGLISH AND SPANISH, THIS REPORT PRESENTS PROGRAM MODELS FOR BILINGUAL AND BICULTURAL EDUCATION. IT INCLUDES MIGRANT COMMUNITY DISCUSSIONS OF PROBLEMS AND OPPORTUNITIES FOR THESE; GENERAL GOALS AND ANTICIPATED OUTCOMES; LANGUAGE POLICY; AND CURRICULUM MODELS IN IDAHO, OREGON, AND WASHINGTON. GIVEN ARE SUMMARY STATEMENTS, PREPARED BY 5 THEORY AND RESEARCH CONSULTANTS, PERTAINING TO: THEORY AND RESEARCH BASE FOR BILINGUAL, BICULTURAL EDUCATION MODELS; SOCIOLINGUISTICS; CHILD DEVELOPMENT AND LANGUAGE LEARNING; BEHAVIOR MODIFICATIONS; COMMUNITY DEVELOPMENT; AND A HUMANIST PERSPECTIVE. GROUP DISCUSSIONS TOPICS ARE: (1) CONFLICTS AND PROBLEMS: THE CHICANO EXPERIENCE; (2) DISCREPANCY BETWEEN THEORY AND PRACTICE; (3) DEFINITION OF THE NEED FOR BILINGUAL/BICULTURAL EDUCATION IN THE NORTHWEST; (4) ADMINISTRATION AND CLASSROOM TEACHING; AND (5) THE MAIN ISSUE: THE PRINCIPLE OF COMMUNITY CONTROL VERSUS THE PRINCIPLE OF EXPERIMENTAL CONTROLLED VARIATION. GIVEN IN THE APPENDIX ARE THE ROSTER OF INPUT FOR IDAHO, OREGON, AND WASHINGTON; CONFERENCE AND PROJECT GOALS; SOCIOLINGUISTIC THEORY AND A BILINGUAL/BICULTURAL MODEL; BEHAVIOR MODIFICATION AND HUMANIST PERSPECTIVES AND BILINGUAL/BICULTURAL EDUCATION MODELS; EARLY DECISIONS IN PLANNING PROGRAM EVALUATION STUDIES; AND 3 MODELS FOR VARIATION EXPERIMENTS IN BILINGUAL/BICULTURAL EDUCATION. (NQ)

AVAILABILITY: NATIONAL TECHNICAL INFORMATION SERVICE, SPRINGFIELD, VA. 22151 (PB-220 771, MF $1.45, HC $3.00)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED080270

PUBLICATION DATE: JUN 72

TITLE: BIBLIOGRAPHY ON HISPANO AMERICA HISTORY AND CULTURE.

PERSONAL AUTHOR: ORTIZ, ANA MARIA, COMP.

DESCRIPTOR: *BIBLIOGRAPHIES; CHILDRENS BOOKS; *CULTURAL BACKGROUND; LATIN AMERICAN CULTURE; *MEXICAN AMERICAN HISTORY; *PUERTO RICANS; RESOURCES; *SPANISH AMERICAN LITERATURE

DESCRIPTIVE NOTE: 35P.

THE EDUCATION SERVICES DEPARTMENT OF THE ILLINOIS COMMISSION ON HUMAN RELATIONS DEVELOPED THIS BIBLIOGRAPHY ON HISPANO AMERICAN HISTORY AND CULTURE. THERE ARE 145 ENTRIES WRITTEN BETWEEN 1945-69 DESIGNED FOR CHILDREN AND STUDENTS, TEACHERS, LIBRARIANS, PARENTS, AND PEOPLE INTERESTED IN LEARNING ABOUT HISPANO AMERICANS. INCLUDED ARE: (1) AN INTRODUCTION IN ENGLISH AND SPANISH; (2) 41 ENTRIES ABOUT GENERAL HISTORY AND CULTURE; (3) 50 ENTRIES ON THE PUERTO RICAN EXPERIENCE; (4) 21 SELECTED READING MATERIALS ON THE CHICANO--MEXICAN AMERICAN EXPERIENCE; AND (5) 23 RESOURCE AND STORY BOOKS FOR CHILDREN. AN ADDENDUM LISTS SOME RECOMMENDATIONS FOR BOOK PURCHASING. (KM)

AVAILABILITY: EDUCATION SERVICES DEPARTMENT, ILLINOIS COMMISSION ON HUMAN RELATIONS, 106 N. LA SALLE STREET, ROOM 1735, CHICAGO, ILL. 60601 (NO PRICE GIVEN)

ACCESSION NUMBER: ED080282

PUBLICATION DATE: 15 APR 72

TITLE: PROCEEDINGS: NATIONAL CONFERENCE ON BILINGUAL EDUCATION (AUSTIN, TEXAS, APRIL 14-15, 1972).

DESCRIPTOR: ART; *BILINGUAL EDUCATION; *CONFERENCE REPORTS; *CURRICULUM DEVELOPMENT; ENGLISH (SECOND LANGUAGE); HISTORY; *LANGUAGE DEVELOPMENT; LITERATURE; *MEXICAN AMERICANS; MIGRATION; MOTIVATION; READING; SPANISH SPEAKING

DESCRIPTIVE NOTE: 352P.

GOALS OF THE NATIONAL CONFERENCE ON BILINGUAL EDUCATION, HELD ON APRIL 14-15, 1972 IN AUSTIN, TEXAS, WERE TO EMPHASIZE BILINGUAL EDUCATION INTERACTION AT THE NATIONAL LEVEL USING OUTSTANDING CONSULTANTS FROM THROUGHOUT THE UNITED STATES AND TO EXCHANGE IDEAS AMONG EDUCATORS IN EXISTING PROGRAMS. THE CONFERENCE WAS ALSO ORGANIZED TO GIVE BILINGUAL EDUCATORS GREATER NATIONAL RECOGNITION AS A PRIORITY FOR THE EDUCATION OF CHILDREN WHOSE HOME LANGUAGE IS NOT ENGLISH. PARTICIPANTS INCLUDED TEACHERS, ADMINISTRATORS, COMMUNITY REPRESENTATIVES, SCHOOL BOARD MEMBERS, AND OTHER LOCAL, STATE AND NATIONAL OFFICIALS. SESSIONS COVERED SUCH AREAS AS SKILLS TEACHING METHODOLOGY, CULTURAL IMPLICATIONS, PSYCHOLOGICAL ASPECTS OF THE TEACHING-LEARNING PROCESS, READING INSTRUCTION, CURRICULUM DEVELOPMENT, LITERATURE, AND TESTS AND MEASUREMENTS. GENERAL SESSIONS WERE SCHEDULED FOR SHARING IDEAS AND CONCERNS. IN THIS DOCUMENT, THE CONFERENCE PROCEEDINGS FOLLOWED THE AGENDA. THE SESSION, "PENSAMIENTOS SOBRE LA LITERATURA CHICANA", WAS THE ONLY ONE IN SPANISH. THE APPENDIX LISTED PROGRAM PARTICIPANTS AND THEIR TITLES. (NQ)

AVAILABILITY: DISSEMINATION CENTER FOR BILINGUAL BICULTURAL EDUCATION, 6504 TRACOR LANE, AUSTIN, TEXAS 78721 ($3.75)

176

ACCESSION NUMBER: ED080445

PUBLICATION DATE: FEB 72

TITLE: BOOKS ON THE MEXICAN AMERICAN. A SELECTED LISTING.

DESCRIPTOR: AMERICAN HISTORY; *ANNOTATED BIBLIOGRAPHIES; *BOOKLISTS; CULTURAL BACKGROUND; ETHNIC GROUPS; MEXICAN AMERICAN HISTORY; *MEXICAN AMERICANS; *SOCIAL STUDIES

DESCRIPTIVE NOTE: 15P.

THIS ANNOTATED BIBLIOGRAPHY HAS BEEN PREPARED TO ASSIST SOCIAL STUDIES TEACHERS AND LIBRARIANS IN OBTAINING BOOKS ABOUT THE MEXICAN AMERICAN. BOOKS ARE EITHER LISTED UNDER "BOOKS FOR STUDENTS", OR "BOOKS FOR TEACHERS." THE FORMER CONSISTS OF BOOKS WHICH MAY BE USED AS GENERAL REFERENCES OR SUPPLEMENTARY REFERENCES FOR AMERICAN HISTORY COURSES OR AS TEXTBOOKS FOR THE HIGH SCHOOL ELECTIVE MEXICAN AMERICAN STUDIES COURSES. THE LATTER MAY BE USED TO PROVIDE BACKGROUND INFORMATION FOR TEACHERS OR FOR USE IN THE ORGANIZATION AND PLANNING OF INSTRUCTION AND VARIOUS APPROACHES TO TEACHING THE HISTORY AND CULTURE OF THE MEXICAN AMERICAN. THE 68 CITATIONS ARE LISTED IN ALPHABETICAL ORDER BY AUTHOR, AND DATE MOSTLY IN THE LATE 1960'S. A DIRECTORY OF BOOK PUBLISHERS CONCLUDES THE DOCUMENT. (AUTHOR/OPH)

ACCESSION NUMBER: ED080590

PUBLICATION DATE: MAY 73

TITLE: THE USE OF IQ AS A MEASURE OF LEARNING RATE WITH MINORITY CHILDREN. FINAL REPORT.

PERSONAL AUTHOR: SCHROTH, MARVIN L.

DESCRIPTOR: EDUCATIONAL RESEARCH; ELEMENTARY GRADES; *INTELLIGENCE QUOTIENT; *LEARNING PROCESSES; LEARNING THEORIES; *MEASUREMENT INSTRUMENTS; *MEXICAN AMERICANS; *SOCIOECONOMIC STATUS; TECHNICAL REPORTS

DESCRIPTIVE NOTE: 12P.

THE PURPOSE OF THIS STUDY WAS TO INVESTIGATE THE USE OF IQ AS A MEASURE OF LEARNING RATE WITH CHILDREN OF SIMILAR ETHNIC ORIGIN BUT DIFFERENT SOCIOECONOMIC BACKGROUNDS. THE THEORETICAL BASIS FOR THIS EXPERIMENT WAS JENSEN AND ROHWER'S DISTINCTION BETWEEN DEVELOPMENTAL RATE AND LEARNING RATE. SPECIFICALLY, A DIMENSION ABSTRACTED ODDITY TASK WAS PRESENTED TO 180 MEXICAN-AMERICAN CHILDREN WITH DIFFERENT IQS FROM LOWER AND MIDDLE SOCIOECONOMIC BACKGROUNDS. THEY WERE MATCHED ON MA. THE RESULTS SUPPORT THE JENSEN AND ROHWER HYPOTHESIS AS IQ WAS FOUND TO DETERMINE THE RATE OF LEARNING THE TASK. ALSO, MIDDLE-SES CHILDREN LEARNED THE TASK FASTER THAN THEIR LOW-SES PEERS. (AUTHOR)

ACCESSION NUMBER: ED080594

PUBLICATION DATE: NOV 72

TITLE: SPANISH-SPEAKING STUDENTS AND STANDARDIZED TESTS.

PERSONAL AUTHOR: ZIRKEL, PERRY ALAN

DESCRIPTOR: ACHIEVEMENT TESTS; *CULTURAL CONTEXT; INTELLIGENCE TESTS; RESEARCH REVIEWS (PUBLICATIONS); *SPANISH SPEAKING; *STANDARDIZED TESTS; *TEST BIAS

DESCRIPTIVE NOTE: 14P.

A REVIEW OF THE RESEARCH REVEALS THAT STANDARDIZED INTELLIGENCE AND ACHIEVEMENT TESTING PRESENTS LINGUISTIC, CULTURAL, AND PSYCHOLOGICAL DIFFICULTIES FOR SPANISH-SPEAKING CHILDREN IN TERMS OF SUCH INTERNAL OR INTERVENING VARIABLES AS THE LANGUAGE OF THE ADMINISTRATION OF THE TEST, THE EXTENT OF THE VERBAL FACTOR IN IT, AND THE ETHNIC BACKGROUND OF ITS ADMINISTRATOR. AT THE CORE OF THE PROBLEM HAS BEEN THE IQ TESTING OF SPANISH-SPEAKING CHILDREN. THERE IS A NEED OF PARAMOUNT IMPORTANCE TO MODIFY THE USE OF PRESENT IQ INSTRUMENTS AND TO DEVELOP NEW SPECIALIZED INSTRUMENTS THAT UTILIZE THE LANGUAGE AND CULTURAL BACKGROUND OF SPANISH-SPEAKING CHILDREN TO FACILITATE THE ASSESSMENT OF THEIR ACADEMIC ABILITIES. AS IN THE CASE OF IQ TESTING, ON THE STANDARDIZED ACHIEVEMENT TESTS, A VERBAL FACTOR APPEARED TO MILITATE AGAINST THE OPTIMAL PERFORMANCE OF SPANISH-SPEAKING CHILDREN. THOSE SUBTESTS MOST DEPENDENT ON ENGLISH LANGUAGE SKILLS GENERALLY RESULTED IN POOREST PERFORMANCE, INDICATING A HANDICAP IN LANGUAGE ABILITY RATHER THAN IN LEARNING ABILITY. (DB)

JOURNAL CITATION: URBAN REVIEW; JUN 1972

ACCESSION NUMBER: ED080624

PUBLICATION DATE: 73

TITLE: ASPIRATION VS. OPPORTUNITY: "CAREERS" IN THE INNER CITY. POLICY PAPERS IN HUMAN RESOURCES AND INDUSTRIAL RELATIONS, NUMBER 20.

PERSONAL AUTHOR: BULLOCK, PAUL

DESCRIPTOR: *DISADVANTAGED YOUTH; *EQUAL OPPORTUNITIES (JOBS); GHETTOS; LABOR FORCE; LABOR MARKET; *LOW INCOME GROUPS; *MEXICAN AMERICANS; *NEGROES; OCCUPATIONAL ASPIRATION; UNEMPLOYMENT

IDENTIFIER: CALIFORNIA; EAST LOS ANGELES; WATTS

DESCRIPTIVE NOTE: 176P.

THIS BOOK IS A REPORT OF THE PROCESS BY WHICH YOUNG MEN IN LOW INCOME BLACK AND CHICANO GHETTOS ENTER THE LABOR MARKET. OF THE IDENTIFIABLE GROUPS WHOSE EMPLOYMENT EXPERIENCE IS REPORTED AND EVALUATED IN OFFICIAL CENSUSES AND SURVEYS, NONE HAS SUFFERED A HIGHER AND MORE PERSISTENT RATE OF UNEMPLOYMENT THAN HAS THE MINORITY YOUTH LABOR FORCE. CLEARLY THERE IS A CHRONIC PROBLEM OF UNEMPLOYMENT AND UNDEREMPLOYMENT WHICH PERSISTS DESPITE CYCLICAL MOVEMENTS, OR EVEN SECULAR GROWTH, IN AGGREGATE INDICES SUCH AS GROSS NATIONAL PRODUCT AND TOTAL EMPLOYMENT. STRONG ECONOMIC GROWTH AND FULL EMPLOYMENT POLICIES ARE NECESSARY BUT NOT A SUFFICIENT CONDITION FOR MEASUREABLE IMPROVEMENT IN THE ECONOMIC STATUS OF MINORITY YOUTH IN CENTRAL CITY GHETTOS. THE RESEARCH IN THIS STUDY ENCOMPASSED CLOSE PERSONAL KNOWLEDGE AND CONTACT OF THE GROUP THAT WAS SURVEYED--YOUNG MEN AND WOMEN LIVING IN THE EAST LOS ANGELES AND WATTS AREAS. INTERVIEWS CONDUCTED FOCUSED ON TWO SUBJECT CATEGORIES: (1) THE QUANTITY AND QUALITY OF LABOR MARKET INFORMATION RECEIVED BY YOUNG PEOPLE AND ITS EFFECT ON CAREER ASPIRATIONS AND JOB SEARCH; AND (2) THE ECONOMIC IMPACT OF THE ILLEGAL "SOFT" DRUG (MARIJUANA AND PILLS) INDUSTRY IN THE COMMUNITY. BASED ON THESE FINDINGS, CHAPTERS IN THE REPORT ARE DEVOTED TO AN OVERVIEW OF YOUTH LABOR MARKET, COUNSELING AND SCHOOL EXPERIENCE, PERCEPTIONS ABOUT LABOR MARKET, CHOOSING A CAREER, AND SPECIAL OBSTACLES TO YOUTH EMPLOYMENT. (AUTHOR/RJ)

AVAILABILITY: PUBLICATIONS OFFICE, INSTITUTE OF LABOR AND INDUSTRIAL RELATIONS, BOX B-1, ANN ARBOR, MICH. 48106 ($2.95)

DOCUMENT NOT AVAILABLE FROM EDRS

180

ACCESSION NUMBER: ED080636

PUBLICATION DATE: 73

TITLE: MINORITY MIGRANTS IN THE URBAN COMMUNITY. MEXICAN-AMERICAN AND NEGRO ADJUSTMENT TO INDUSTRIAL SOCIETY.

PERSONAL AUTHOR: SHANNON, LYLE; SHANNON, MAGDALINE

DESCRIPTOR: *ACCULTURATION; *BEHAVIOR CHANGE; CAUCASIANS; CHILD REARING; COMMUNITY ACTION; COMMUNITY AGENCIES (PUBLIC); CULTURAL FACTORS; *CULTURE CONFLICT; *ECONOMIC FACTORS; IMMIGRANTS; MEXICAN AMERICANS; NEGROES

IDENTIFIER: MISSISSIPPI; RACINE; TEXAS; WISCONSIN

DESCRIPTIVE NOTE: 358P.

THE ORIGINAL PURPOSE OF THE PROJECT (OF WHICH THIS BOOK IS AN OUTGROWTH) WAS TO INVESTIGATE THE PROCESSES OF VALUE ASSIMILATION AND BEHAVIORAL CHANGE; THE BOOK HAS COME TO DESCRIBE THE ECONOMIC ABSORPTION AND CULTURAL INTEGRATION OF MEXICAN AMERICANS AND NEGROES INTO A PREDOMINANTLY ANGLO SOCIETY. THE HOST SOCIETY CONSISTED OF ANGLOS; THEY MORE FREQUENTLY REFERRED TO THEMSELVES AS CAUCASIANS OR WHITES, BUT SINCE MEXICAN AMERICANS WERE INCLUDED IN THE STUDY, IT WAS DECIDED AT A VERY EARLY POINT THAT IT WAS BEST TO USE THE DESIGNATION ANGLOS. FOCUSING ON THE ADJUSTMENT PROBLEMS OF IMMIGRANT MEXICAN AMERICANS AND NEGROES IN A NORTHERN INDUSTRIAL COMMUNITY AROUND 1960, THE AUTHORS DEFINE THE BASIC PROBLEM AS ONE OF DISCERNING WHICH FACTORS FACILITATED OR IMPEDED THE ASSIMILATION OF NEW VALUES AND THE MODIFICATION OF BEHAVIOR AMONG INMIGRANTS WHO HAD LEFT THEIR PREDOMINANTLY RURAL PLACES OF ORIGIN, MAINLY MISSISSIPPI AND TEXAS, AND NOW DWELT IN THE COMMUNITY OF RACINE, WISCONSIN. CHAPTERS IN THE BOOK ARE DEVOTED TO THE RELATIONSHIP OF SOCIAL ANTECEDENTS TO ECONOMIC ABSORPTION AND TO PRESENT INCOME AND OCCUPATION; GENERATIONAL AND INTERGENERATIONAL MOBILITY; EXTERNAL AND INTERNAL MEASURES OF ABSORPTION AND INTEGRATION; CHILDREN AND CHILD-REARING PRACTICES; WORLD VIEW; ASSOCIATES AND ASSOCIATION; PERCEPTIONS OF COMMUNITY WELFARE ORGANIZATIONS AND AGENCIES; AND, IMPLICATIONS OF THE STUDY FOR COMMUNITY ACTION. (AUTHOR/RJ)

AVAILABILITY: SAGE PUBLICATIONS, INC., 275 S. BEVERLY DRIVE, BEVERLY HILLS, CALIF. 90212 ($15.00)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED080644

PUBLICATION DATE: 73

TITLE: HOW BIASED ARE CULTURE-LOADED TESTS?

PERSONAL AUTHOR: JENSEN, ARTHUR R.

DESCRIPTOR: *CAUCASIAN STUDENTS; CULTURAL DIFFERENCES; CULTURAL FACTORS; *CULTURE FREE TESTS; *ETHNIC GROUPS; *MEXICAN AMERICANS; *NEGRO STUDENTS; RACIAL DIFFERENCES; TESTING

IDENTIFIER: CALIFORNIA; PEABODY PICTURE VOCABULARY TEST; RAVENS PROGRESSIVE MATRICES

DESCRIPTIVE NOTE: 85P.

THE CULTURE LOADED PEABODY PICTURE VOCABULARY TEST (PPVT) AND THE CULTURE REDUCED RAVEN'S PROGRESSIVE MATRICES (COLORED AND STANDARD FORMS) WERE EXAMINED AND COMPARED FOR LARGE SAMPLES OF WHITE, BLACK, AND CHICANO SCHOOL CHILDREN, K-8, IN THREE CALIFORNIA SCHOOL DISTRICTS. ON BOTH THE PPVT AND THE RAVEN'S THE THREE ETHNIC GROUPS SHOW LARGE MEAN DIFFERENCES BUT VERY LITTLE DIFFERENCE IN THE RANK ORDER OF ITEM DIFFICULTIES, RELATIVE DIFFICULTY OF ADJACENT ITEMS, THE LOADINGS OF ITEMS ON THE FIRST PRINCIPAL COMPONENT, AND THE CHOICE OF DISTRACTORS FOR INCORRECT RESPONSES. ON BOTH TESTS, GROUPS OF CULTURALLY HOMOGENEOUS YOUNGER AND OLDER WHITE CHILDREN (SEPARATED BY TWO YEARS) PERFECTLY SIMULATED THE WHITE/NEGRO DIFFERENCES IN ETHNIC GROUP X ITEM INTERACTIONS AND CHOICE OF ERROR DISTRACTORS IN THE RAVEN'S. CERTAIN EXPECTATIONS FROM A CULTURE BIAS HYPOTHESIS WERE BORNE OUT ONLY FOR PPVT IN THE MEXICAN GROUP. UNLESS THE UNLIKELY AND EMPIRICALLY UNSUBSTANTIATED ASSUMPTION IS MADE THAT CULTURE BIAS AFFECTS ALL KINDS OF TEST ITEMS ABOUT EQUALLY, THE VARIOUS ITEM ANALYSES OF THE PRESENT STUDIES LEND NO SUPPORT TO THE PROPOSITION THAT EITHER THE PPVT OR THE RAVEN'S IS A CULTURALLY BIASED TEST FOR BLACKS. (AUTHOR/RJ)

ACCESSION NUMBER: ED080646

PUBLICATION DATE: 73

TITLE: LEVEL I AND LEVEL II ABILITIES IN THREE ETHNIC GROUPS.

PERSONAL AUTHOR: JENSEN, ARTHUR R.

DESCRIPTOR: *CAUCASIAN STUDENTS; ELEMENTARY GRADES; INTELLIGENCE QUOTIENT; *INTELLIGENCE TESTS; MEMORY; *MEXICAN AMERICANS; *NEGRO STUDENTS; SOCIOECONOMIC STATUS; TEST RESULTS

IDENTIFIER: *CALIFORNIA; CRYSTALIZED INTELLIGENCE; FLUID INTELLIGENCE

DESCRIPTIVE NOTE: 27P.

A LARGE BATTERY OF VARIOUS TESTS OF INTELLIGENCE, SCHOLASTIC ACHIEVEMENT, AND SHORT-TERM MEMORY WAS ADMINISTERED TO SOME 2,000 WHITE, BLACK, AND MEXICAN AMERICAN PUPILS IN GRADES 4, 5, AND 6 IN A LARGELY AGRICULTURAL SCHOOL DISTRICT IN THE CENTRAL VALLEY OF CALIFORNIA; THE 3 GRADES WERE USED AS SEPARATE REPLICATIONS. FACTOR ANALYSIS WITH OBLIQUE ROTATION YIELDED THREE MAIN FACTORS, IDENTIFIED AS FLUID INTELLIGENCE, CRYSTALIZED INTELLIGENCE, AND A MEMORY FACTOR. MEAN FACTOR SCORES FOR THE THREE ETHNIC GROUPS DIFFERED SIGNIFICANTLY. THE WHITE AND BLACK GROUPS DIFFERED MARKEDLY IN FLUID AND CRYSTALIZED INTELLIGENCE BUT NOT IN MEMORY; THE WHITE AND MEXICAN AMERICAN GROUPS DIFFERED MARKEDLY IN FLUID, BUT MUCH LESS IN CRYSTALIZED INTELLIGENCE AND MEMORY. THE BLACK AND MEXICAN AMERICAN GROUPS DIFFERED THE MOST IN FLUID BUT ONLY SLIGHTLY IN CRYSTALIZED INTELLIGENCE. THERE WERE ALSO SYSTEMATIC ETHNIC GROUP DIFFERENCES IN THE PATTERN OF INTERCORRELATIONS AMONG FACTOR SCORES, AND IN THE CORRELATIONS OF THE FACTOR SCORES WITH AN INDEX OF SES. THE RESULTS ARE DISCUSSED IN RELATION TO JENSEN'S TWO-LEVEL THEORY OF MENTAL ABILITIES AND CATTELL'S THEORY OF FLUID AND CRYSTALIZED INTELLIGENCE. (AUTHOR)

ACCESSION NUMBER: ED081009

PUBLICATION DATE: AUG 73

TITLE: A PRELIMINARY REPORT ON MOTIVATION AND COMMUNICATION PATTERNS OF THE BLACK, CHICANO, WHITE, AND AFFLUENT WHITE IN A TYPICAL SOUTHWEST U.S. CITY.

PERSONAL AUTHOR: HSIA, H. J.

DESCRIPTOR: ASPIRATION; ATTITUDES; BEHAVIOR; BLACK COMMUNITY; CAUCASIANS; *COMMUNICATION (THOUGHT TRANSFER); *ETHNIC GROUPS; INTERPERSONAL RELATIONSHIP; MASS MEDIA; MEXICAN AMERICANS; *MOTIVATION; *SOCIOECONOMIC STATUS; *TELEVISION RESEARCH

IDENTIFIER: LUBBOCK (TEXAS)

DESCRIPTIVE NOTE: 110P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE ASSOCIATION FOR EDUCATION IN JOURNALISM (FORT COLLINS, COLORADO, AUGUST 19-23, 1973)

MOTIVATION AND ASPIRATION FOR A BETTER LIFE CAN BE EXAMINED IN RELATION TO MEDIA BEHAVIOR OF RANDOM SAMPLES OF THE BLACKS, CHICANOS, WHITES, AND AFFLUENT WHITES IN LUBBOCK, TEXAS. IN SUCH A STUDY, NO SIGNIFICANT DIFFERENCE IN MOTIVATION AND ASPIRATION, AS INFLUENCED BY MEDIA, CAN BE FOUND AMONG ETHNIC AND OTHER GROUPS. THIS PHENOMENON IS LIKELY THE RESULT OF THE UBIQUITOUS AVAILABILITY OF ELECTRONIC AND PRINT MEDIA TO ALL LEVELS OF SOCIETY. THESE RESULTS THROW DOUBT ON THE TRADITIONAL MCCLELLAND CONTENTION THAT MINORITY GROUPS GENERALLY LACK MOTIVATION. THE FINDINGS ALSO SHOW NO SIGNIFICANT DIFFERENCE BETWEEN THE SEXES' ASPIRATIONS AND MOTIVATIONS FOR WORK TOWARD DESIRED GOALS. SUBJECTS DEMONSTRATED SUCH BEHAVIOR IN TESTS OF THEIR VIEWING, LISTENING, AND READING; THEIR INTERPERSONAL COMMUNICATION; THEIR COMMUNICATION TOPICS; THEIR ROLE-REVERSAL PLAYING FOR MEDIA CONTROL; THEIR KNOWLEDGE ABOUT GOVERNMENTAL AGENCIES; AND THEIR ATTITUDES TOWARD VARIOUS LOCAL ISSUES. VERY FEW SIGNIFICANT DIFFERENCES APPEARED AMONG ETHNIC GROUPS; HOWEVER, MORE WOMEN THAN MEN DISLIKED VIOLENT AND PORNOGRAPHIC TELEVISION PROGRAMS. (CH)

104

ACCESSION NUMBER: ED081261

PUBLICATION DATE: 71

BEST COPY AVAILABLE

TITLE: NUEVAS ADQUISICIONES Y RESUMENES (RECENT ACQUISITIONS AND ABSTRACTS).

DESCRIPTOR: *BIBLIOGRAPHIES; BOOKS; DOCUMENTATION; EDUCATION; *EDUCATIONAL FACILITIES; INFORMATION CENTERS; INFORMATION RETRIEVAL; INFORMATION SCIENCE; *INFORMATION SOURCES; *INTERNATIONAL EDUCATION; LIBRARY REFERENCE SERVICES; PUBLICATIONS; *RESOURCE CENTERS; SCHOLARLY JOURNALS; SPANISH SPEAKING

DESCRIPTIVE NOTE: 27P.; IN SPANISH

THIS BIBLIOGRAPHY LISTS OVER 130 PUBLICATIONS, BOOKS, AND ARTICLES RECENTLY ACQUIRED BY THE COLOMBIAN NATIONAL CENTER FOR DOCUMENTATION AND PEDAGOGICAL INFORMATION CONCERNING A VARIETY OF EDUCATIONAL TOPICS. THE ACQUISITIONS ARE LISTED ALPHABETICALLY UNDER SUBJECT HEADINGS; PUBLICATIONS FROM MANY COUNTRIES ARE INCLUDED. SEVERAL OF THE ENTRIES ARE ANNOTATED. (VM)

JOURNAL CITATION: INFORMACION BIBLIOGRAFICA EDUCATIVA; N2 P41-67 SEP-DEC 1971

ACCESSION NUMBER: ED081280

PUBLICATION DATE: MAY 73

TITLE: BILINGUAL ERIC PUBLICATIONS.

DESCRIPTOR: *ANNOTATED BIBLIOGRAPHIES; BIBLIOGRAPHIC CITATIONS; BIBLIOGRAPHIES; BICULTURALISM; *BILINGUAL EDUCATION; *BILINGUALISM; BOOK LISTS; DOCUMENTATION; ENGLISH; *ENGLISH (SECOND LANGUAGE); MINORITY GROUPS; SPANISH; *SPANISH SPEAKING

DESCRIPTIVE NOTE: 12P.

THE BILINGUAL RESOURCE CENTER HAS BEGUN TO ACQUIRE ON MICROFICHE WHAT IT HOPES WILL SOON BE AN EXTENSIVE COLLECTION OF EDUCATIONAL DOCUMENTS CONCERNING BILINGUAL EDUCATION. THIS CURRENT BIBLIOGRAPHY OF ERIC-PROCESSED DOCUMENTS ON BILINGUAL EDUCATION GIVES AN INDICATION OF THE AMOUNT OF RESOURCES STILL TO BE RETRIEVED FOR THE CENTER AND ITS USERS. THE BIBLIOGRAPHY IS DIVIDED INTO FOUR SECTIONS: INTRODUCTION, DOCUMENTS OF GENERAL INTEREST, ENGLISH AS A SECOND LANGUAGE, AND SPANISH SPEAKERS. (SK)

ACCESSION NUMBER: ED081516

PUBLICATION DATE: NOV 72

TITLE: INFORMATION AND MATERIALS TO TEACH THE CULTURAL HERITAGE OF THE MEXICAN AMERICAN CHILD.

PERSONAL AUTHOR: GORENA, MINERVA, COMP.

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; CLASS ACTIVITIES; *CULTURAL BACKGROUND; GRADE 1; *INSTRUCTIONAL MATERIALS; *MEXICAN AMERICAN HISTORY; *MEXICAN AMERICANS; SUPPLEMENTARY READING MATERIALS

IDENTIFIER: *TEXAS

DESCRIPTIVE NOTE: 288P.

INFORMATION IN THIS RESOURCE GUIDE RESPONDED TO TEACHER REQUESTS FOR SUPPLEMENTAL HISTORICAL AND CULTURAL CLASSROOM MATERIALS. THE BILINGUAL PROGRAM FOR WHICH THIS GUIDE WAS DESIGNED HAS SERVED SCHOOLS IN 3 DIFFERENT LOCALES: A CENTER-CITY AREA COMPOSED OF HOUSING PROJECTS AND SOME INDIVIDUALLY OWNED HOMES, A SUBURBAN NEAR-RURAL NEIGHBORHOOD OF THE SAME CITY, AND A RURAL CENTRAL TEXAS TOWN. MAJOR TOPICS WERE A HISTORICAL BACKGROUND; AN OVERVIEW OF MEXICO; PLACES TO SEE; GAMES; DANCES; LEGENDS, FABLES, AND STORIES; AND UNITS FOR TEACHING MEXICAN AMERICAN CULTURAL HERITAGE. A BIBLIOGRAPHY, A LIST OF MATERIALS USED BY THE REGION XII BILINGUAL PROGRAM, AND SOURCES FOR THESE MATERIALS WERE ALSO INCLUDED. (PS)

ACCESSION NUMBER: ED081524

PUBLICATION DATE: 73

TITLE: CHICANO STUDIES BIBLIOGRAPHY: A GUIDE TO THE RESOURCES OF THE LIBRARY AT THE UNIVERSITY OF TEXAS AT EL PASO. THIRD EDITION.

PERSONAL AUTHOR: CABALLERO, CESAR, ED.; HEDMAN, KEN, ED.

DESCRIPTOR: *ANNOTATED BIBLIOGRAPHIES; AUDIOVISUAL AIDS; BIBLIOGRAPHIES; BOOKS; FILMS; *LIBRARY MATERIALS; *MEXICAN AMERICANS; *PUBLICATIONS; *REFERENCE MATERIALS

IDENTIFIER: *UNIVERSITY OF TEXAS AT EL PASO

DESCRIPTIVE NOTE: 69P.

LISTED IN THIS BIBLIOGRAPHY ARE 136 RESOURCE MATERIALS IN THE UNIVERSITY OF TEXAS AT EL PASO (UTEP) LIBRARY. THE BOOKS, PERIODICAL ARTICLES, MAGAZINES, NEWSPAPERS, AND AUDIO-VISUAL MATERIALS ARE ABOUT CHICANOS. ENTRIES ARE ARRANGED ALPHABETICALLY BY THE AUTHOR'S OR EDITOR'S NAME OR BY TITLE WHEN THERE IS NO AUTHOR. GENERAL BIBLIOGRAPHIC INFORMATION, THE CALL NUMBER FOR BOOKS, AND VOLUME NUMBER AND DATE FOR PERIODICALS ARE GIVEN FOR EACH ENTRY. A SHORT ABSTRACT IS INCLUDED FOR SOME ENTRIES. SUBJECT AND CO-AUTHOR INDEXES ARE PROVIDED. RESEARCH AIDS AND SERVICES AND OTHER PUBLICATIONS AVAILABLE AT THE UTEP LIBRARY ARE ALSO LISTED. (NQ)

188

ACCESSION NUMBER: ED081531

PUBLICATION DATE: 72

TITLE: MIGRANT HEALTH - LEGISLATION AND PROGRAMS.

DESCRIPTOR: *ECONOMIC FACTORS; *FEDERAL LEGISLATION; INFANT MORTALITY; *MEXICAN AMERICANS; *MIGRANT HEALTH SERVICES; *MIGRANT WELFARE SERVICES; NUTRITION; SEASONAL LABORERS

DESCRIPTIVE NOTE: 12P.

THE PUBLIC HEALTH SERVICE ACT WAS AMENDED IN 1962 TO AUTHORIZE GRANTS TO ESTABLISH FAMILY HEALTH SERVICE CLINICS FOR DOMESTIC AGRICULTURAL MIGRATORY WORKERS AND TO IMPROVE THE HEALTH CONDITIONS OF THESE WORKERS AND THEIR FAMILIES. APPROXIMATELY 100 PROGRAMS CURRENTLY PROVIDE MIGRANT HEALTH SERVICES. AS A RESULT OF THE LOW LEVEL OF FUNDING OF THESE PROGRAMS, IT WAS ADMINISTRATIVELY DETERMINED BY THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE THAT HOSPITAL COSTS WOULD NOT BE COVERED BY THE MIGRANT HEALTH PROGRAM AND INADEQUATE FUNDING HAS MADE IT DIFFICULT TO PROVIDE SERVICES THAT ARE ESSENTIAL TO A COMPREHENSIVE CARE FACILITY. IT WAS FOUND THAT 4 AREAS NEED LEGISLATIVE ATTENTION: THE INADEQUACY OF THE FUNDING LEVEL, THE NEED FOR EARMARKED HOSPITAL FUNDS, THE NEED TO REAFFIRM CONGRESSIONAL COMMITMENT TO CONSUMER PARTICIPATION, AND THE NEED TO DEVELOP A STRATEGY FOR INTEGRATING MIGRANT WORKERS INTO A LARGER HEALTH CARE DELIVERY SYSTEM IF SUCH SHOULD DEVELOP. (PS)

AVAILABILITY: NATIONAL MIGRANT INFORMATION CLEARINGHOUSE, JUAREZ-LINCOLN CENTER, 3001 SOUTH CONGRESS, AUSTIN, TEXAS 78704 ($0.35)

ACCESSION NUMBER: ED081535

PUBLICATION DATE: 70

TITLE: ALIENATION IN THE BARRIO: EASTERN NEW MEXICO.

PERSONAL AUTHOR: DONNELLY, JERRY D.

DESCRIPTOR: *COMMUNITY ATTITUDES; CULTURE CONFLICT; DROPOUT ATTITUDES; *EDUCATIONAL ATTITUDES; *FIELD INTERVIEWS; *MEXICAN AMERICANS; *SOCIAL ATTITUDES; STUDENT ATTITUDES

IDENTIFIER: *EASTERN NEW MEXICO

DESCRIPTIVE NOTE: 18P.; NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT

PRELIMINARY TO A LARGER RESEARCH PROJECT ON MEXICAN AMERICAN ATTITUDES, THIS REPORT FOCUSED ON THE EXTENT TO WHICH FEELINGS OF ALIENATION ARE PRESENT IN THE BARRIOS OF 5 EASTERN NEW MEXICO POPULATION CENTERS. THE FEELINGS OF ALIENATION WERE ANALYZED BY THE DEGREE OF POWERLESSNESS, NORMLESSNESS, SELF-ESTRANGEMENT, AND ISOLATION EXPRESSED OR IMPLIED. THE BARRIO RESIDENTS WERE INTERVIEWED BY MEXICAN AMERICAN COLLEGE STUDENTS. INTERVIEWS WERE TAPED IN SPANISH. INTERVIEWS REVEALED PERSISTENT AND RECURRING THEMES OF DISCRIMINATION, FUTILITY, STEREOTYPING BY THE LARGER SYSTEM, AND THE BEWILDERMENT AND ISOLATION OF THE SPANISH SPEAKING CHILDREN IN ANGLO DOMINATED SCHOOLS. THE FINDINGS SUPPORTED THE ASSERTION THAT MANY BARRIO RESIDENTS FEEL POWERLESS TO DO MUCH ABOUT A FELT LACK OF SOCIAL MOBILITY AND ECONOMIC OPPORTUNITY AND EXHIBIT A DEGREE OF CONFUSION ABOUT THE EXPECTATIONS OF THE LARGER SOCIETY. (NQ)

ACCESSION NUMBER: ED081542

PUBLICATION DATE: OCT 73

TITLE: NEW MEXICO MIGRANT PROJECT AIDES: PERCEPTIONS OF THEIR FUNCTIONS.

PERSONAL AUTHOR: BARBA, ALMA MARIA ACEVEDO

DESCRIPTOR: ADMINISTRATOR ATTITUDES; *BILINGUAL TEACHER AIDES; DOCTORAL THESES; *MEXICAN AMERICANS; *MIGRANT CHILD EDUCATION; QUESTIONNAIRES; *ROLE PERCEPTION; TABLES (DATA); *TEACHER AIDES; TEACHER ATTITUDES

IDENTIFIER: *NEW MEXICO

DESCRIPTIVE NOTE: 195P.; ED.D. DISSERTATION, NEW MEXICO STATE UNIVERSITY

THE DOCTORAL DISSERTATION FOCUSED ON: THE PERCEPTIONS OF SCHOOL ADMINISTRATORS, TEACHERS, AND AIDES ON TEACHER AIDE FUNCTIONS IN THE NEW MEXICO MIGRANT PROJECT; COMPARING THE RESULTS WITH STUDENT NEEDS; FUNCTIONS NOT ASCRIBED TO AIDES WITHIN THE STATE DEPARTMENT OF EDUCATION AND THE NATIONAL MIGRANT PROJECT'S GUIDELINES; AND MAKING RECOMMENDATIONS TO THE STATE DEPARTMENT OF EDUCATION, THE NEW MEXICO MIGRANT PROJECT, AND THE NATIONAL MIGRANT PROJECT. THE STUDY HAD 3 PHASES: A 250-ITEM QUESTIONNAIRE GIVEN TO THE RESEARCHER'S DOCTORAL COMMITTEE AND 6 PUBLIC SCHOOL ADMINISTRATORS; A REVISED QUESTIONNAIRE GIVEN TO 15 EXPERTS ON PARAPROFESSIONALS IN EDUCATION; AND A FINAL QUESTIONNAIRE GIVEN TO NEW MEXICO MIGRANT PROJECT PERSONNEL. STATISTICAL ANALYSES CONSISTED OF ONE-WAY ANALYSIS OF VARIANCE AND DUNCAN'S MULTIPLE RANGE TEST. FINDINGS SHOWED NO SIGNIFICANT DIFFERENCES IN THE PERCEPTIONS OF THE FUNCTIONS BETWEEN AIDES AND ADMINISTRATORS AND AIDES AND TEACHERS, BUT SIGNIFICANT DIFFERENCES BETWEEN TEACHERS AND ADMINISTRATORS AS TO THE BILINGUAL AND PROFESSIONAL DEVELOPMENT FUNCTIONS; AND BETWEEN JURY MEMBERS AND ADMINISTRATORS, TEACHERS, AND AIDES AS TO THE MONITORIAL, SCHOOL-COMMUNITY, BILINGUAL, AND PROFESSIONAL DEVELOPMENT FUNCTIONS. (NQ)

ACCESSION NUMBER: ED081544

PUBLICATION DATE: 73

TITLE: SPANISH-SPEAKING HEROES.

PERSONAL AUTHOR: AXFORD, ROGER W.

DESCRIPTOR: ACTING; *ATHLETES; BACKGROUND; *BIOGRAPHIES; EDUCATIONAL BACKGROUND; LEADERSHIP; *MEXICAN AMERICANS; MUSICIANS; POLITICS; *PUERTO RICANS; *SPANISH SPEAKING

DESCRIPTIVE NOTE: 85P.

GIVEN IN THIS BOOK ARE 23 BRIEF BIOGRAPHIES OF OUTSTANDING SPANISH SPEAKING ATHLETES, BUSINESSMEN, GOVERNMENT EMPLOYEES, EDUCATORS, POLITICIANS, A LABOR LEADER, SINGER, ACTOR, AND MUSICIAN. THEIR STRUGGLES, SACRIFICES, COURAGE, EDUCATIONAL BACKGROUND, AND ACCOMPLISHMENTS ARE DESCRIBED. AMONG THOSE DISCUSSED ARE CESAR CHAVEZ; SENATOR JOSEPH M. MONTOYA; PABLO CASALS; RICARDO MONTALBAN; MANUEL SANTANA; JOE KAPP; JIM PLUNKETT; TRINIDAD LOPEZ; FORMER SENATOR DENNIS CHAVEZ; AND LEE TREVINO. (NQ)

AVAILABILITY: PENDELL PUBLISHING CO., P.O. BOX 1666, MIDLAND, MICHIGAN 48640 ($3.95)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED081553

PUBLICATION DATE: 73

TITLE: EVALUATION REPORT OF THE SAN MARCOS INDEPENDENT SCHOOL DISTRICT'S BILINGUAL EDUCATION PROGRAM.

PERSONAL AUTHOR: HARRISON, HELENE W.

DESCRIPTOR: ATTITUDES; *BILINGUAL EDUCATION; DROPOUTS; *ELEMENTARY GRADES; ENGLISH (SECOND LANGUAGE); LANGUAGE DEVELOPMENT; *MEXICAN AMERICANS; *PROGRAM EVALUATION; RATING SCALES; READING; SELF CONCEPT; *TABLES (DATA)

IDENTIFIER: SAN MARCOS; *TEXAS

DESCRIPTIVE NOTE: 101P.; OVERSIZED PAGES, ACTUAL PAGE COUNT 82

THE SAN MARCOS INDEPENDENT SCHOOL DISTRICT'S BILINGUAL EDUCATION PROGRAM FOR 1972-73 WAS EVALUATED IN THIS REPORT. THE PROGRAM CONSISTED OF 684 STUDENTS IN GRADES K-5 IN 4 ELEMENTARY SCHOOLS. THE MAJORITY OF THESE STUDENTS WERE MEXICAN AMERICAN WITH ONLY 18% MONOLINGUAL ENGLISH SPEAKERS. THE PROGRAM'S OBJECTIVES WERE, FIRST, TO PROVIDE BILINGUAL EDUCATION FOR PUPILS WHO HAVE LIMITED ENGLISH SPEAKING ABILITY AND, SECOND, TO GIVE ENGLISH SPEAKERS THE OPPORTUNITY TO BECOME BILINGUAL AND TO BROADEN THEIR OUTLOOK AND UNDERSTANDING OF OTHER PEOPLE. THE PEABODY PICTURE VOCABULARY TEST, IN BOTH ENGLISH AND SPANISH, WAS ADMINISTERED TO STUDENTS IN GRADES K-1 IN SEPTEMBER AND AGAIN IN MARCH. THE METROPOLITAN READINESS TEST, FORM A, WAS ALSO GIVEN IN KINDERGARTEN WHILE THE METROPOLITAN ACHIEVEMENT TEST WAS GIVEN IN GRADES 1-5. ALSO USED WAS THE INTER-AMERICANA SPANISH READING TEST, THE PRUEBA DE LECTURA. EDUCATIONAL ACHIEVEMENT FOR THE STUDENTS IMPROVED TO SOME EXTENT THROUGHOUT THE YEAR. TABULAR DATA COVERED TEACHERS, SCHOOLS, AND PUPILS; DROPOUTS; RESULTS OF THE PEABODY PICTURE VOCABULARY TEST, THE METROPOLITAN ACHIEVEMENT TEST, AND THE PRUEBRA DE LECTURA AND INFERRED SELF-CONCEPT JUDGMENT SCALE RESULTS. THE APPENDIX GIVES THE SPANISH VERSIONS OF THE PEABODY TEST. (FOR RELATED DOCUMENT, SEE RC 007 265.) (NQ)

ACCESSION NUMBER: ED081555

PUBLICATION DATE: 73

TITLE: EVALUATION REPORT OF THE HARLANDALE INDEPENDENT SCHOOL DISTRICT'S BILINGUAL EDUCATION PROGRAM.

PERSONAL AUTHOR: HARRISON, HELENE W.

DESCRIPTOR: ACHIEVEMENT TESTS; *BILINGUAL EDUCATION; *ELEMENTARY GRADES; *FEDERAL PROGRAMS; *MEXICAN AMERICANS; MINORITY GROUP CHILDREN; *PROGRAM EVALUATION; SPANISH SPEAKING; TABLES (DATA)

IDENTIFIER: HARLANDALE; *TEXAS

DESCRIPTIVE NOTE: 107P.; OVERSIZED PAGES, ACTUAL PAGE COUNT 90

THE 1973 REPORT EVALUATES THE BILINGUAL EDUCATION PROGRAM OF HARLANDALE INDEPENDENT SCHOOL DISTRICT. THE BILINGUAL PROGRAM IS DESIGNED FOR SPANISH SPEAKING PUPILS IN GRADES K-5 (1,517 CHILDREN IN 8 OF THE DISTRICT'S 15 ELEMENTARY SCHOOLS) WHO HAVE LIMITED ENGLISH-SPEAKING ABILITY. THE 1972-73 PROJECT INVOLVED (1) DEVELOPMENT AND REVISION OF CURRICULUM MATERIALS; (2) BILINGUAL INSTRUCTION IN K-5; (3) PRESERVICE AND INSERVICE TRAINING OF BILINGUAL TEACHERS AND AIDES; (4) SUPERVISION OF BILINGUAL STUDENT TEACHERS AND STUDENT INTERNS; (5) INVOLVEMENT OF BILINGUAL PARENTS IN THEIR CHILDREN'S EDUCATION; (6) INCREASED COMMUNITY SUPPORT FOR BILINGUAL EDUCATION; AND (7) COORDINATION OF THE COOPERATIVE EFFORTS OF 2 SCHOOL DISTRICTS AND A TEACHER-TRAINING INSTITUTION--HARLANDALE INDEPENDENT SCHOOL DISTRICT, SAN MARCOS INDEPENDENT SCHOOL DISTRICT, AND SOUTHWEST TEXAS STATE UNIVERSITY. THE 31 TABLES GIVE RESULTS OF TESTS USED TO EVALUATE THE BILINGUAL PROGRAM--E.G., PEABODY PICTURE VOCABULARY TESTS, METROPOLITAN ACHIEVEMENT TEST, PRUEBA DE LECTURA, BEP TEST IN SOCIAL STUDIES AND SCIENCE, ALLOCATION OF TIME IN LANGUAGE TEACHING (ENGLISH AND SPANISH), AND INFERRED SELF-CONCEPT SCORES. EIGHT RECOMMENDATIONS ARE ALSO INCLUDED--E.G., THE COORDINATOR SHOULD EMPHASIZE TO TEACHERS THE NEED TO DEVELOP BOTH ENGLISH AND SPANISH READING COMPREHENSION. (FOR RELATED DOCUMENTS, SEE RC 007 267, 268.) (FF)

ACCESSION NUMBER: ED081556

BEST COPY AVAILABLE

PUBLICATION DATE: 12 JUN 73

TITLE: FINAL EVALUATION ACCOMPLISHMENT AUDIT OF THE HARLANDALE INDEPENDENT SCHOOL DISTRICT'S BILINGUAL EDUCATION PROGRAM.

PERSONAL AUTHOR: PROCHNOW, HAROLD G.

DESCRIPTOR: *BILINGUAL EDUCATION; COST EFFECTIVENESS; EDUCATIONAL ACCOUNTABILITY; ELEMENTARY GRADES; *FEDERAL PROGRAMS; GUIDELINES; *MEXICAN AMERICANS; MINORITY GROUP CHILDREN; *PROGRAM EFFECTIVENESS; *PROGRAM EVALUATION; SPANISH SPEAKING; SYSTEMS ANALYSIS

IDENTIFIER: HARLANDALE; *TEXAS

DESCRIPTIVE NOTE: 16P.

THE AUDIT REPORT WAS MADE IN COMPLIANCE WITH THE CONTRACTUAL AGREEMENTS, LEGAL PRESCRIPTIONS, AND OFFICIAL DIRECTIVES UNDER THE PROVISIONS OF TITLE VII OF PUBLIC LAW 89-10, AS AMENDED, FOR THE ESTABLISHMENT AND OPERATION OF BILINGUAL EDUCATION PROGRAMS. THE AUDIT REPORT (JUNE 12, 1973) IS ON THE BILINGUAL EDUCATION PROGRAM (IN ITS 4TH YEAR OF OPERATION) OF THE HARLANDALE INDEPENDENT SCHOOL DISTRICT. THIS REPORT GIVES A CRITIQUE OF THE QUALITY OF THE PROJECT EVALUATION, DISCUSSES THE FINDINGS OF THE PROJECT AND THE AUDIT, AND CONFIRMS OR QUESTIONS THE NEED FOR PROGRAM MODIFICATIONS PROPOSED AS A RESULT OF THE EVALUATION. THE SCOPE FOLLOWS THE SUGGESTED U.S. OFFICE OF EDUCATION AUDIT REPORT AREAS--(1) INTRODUCTORY AND GENERAL COMMENTS CONCERNING THE QUALITY AND SIGNIFICANCE OF THE FINAL EVALUATION REPORT; (2) DETAILED CRITIQUE OF THE PRODUCT AND PROCESS EVALUATION CONDUCTED FOR OPERATION AND MANAGEMENT, BASED ON AN ASSESSMENT OF THE INSTRUMENTS USED, DATA COLLECTION PROCEDURES, DATA ANALYSIS TECHNIQUES, AND DATA ANALYSIS PRESENTATION; (3) FINDINGS AND OBSERVATIONS AS A RESULT OF ON-SITE VISITS AND EXAMINATION OF EVALUATIVE DATA WITH A SUMMARY OF CONSISTENCIES AND DISCREPANCIES; (4) RECOMMENDATIONS FOR EVALUATION DESIGN REVISION; AND (5) THE NEED FOR PROGRAM MODIFICATION. (FOR RELATED DOCUMENTS, SEE RC 007 266, 268.) (FF)

ACCESSION NUMBER: ED081557

PUBLICATION DATE: JUL 69

TITLE: EVALUATION OF THE BILINGUAL PROJECT OF HARLANDALE INDEPENDENT SCHOOL DISTRICT, SAN ANTONIO, TEXAS, IN THE FIRST, SECOND, AND THIRD GRADES OF FOUR ELEMENTARY SCHOOLS DURING 1968-69 SCHOOL YEAR.

PERSONAL AUTHOR: PRYOR, GUY C.

DESCRIPTOR: *BILINGUAL EDUCATION; *ELEMENTARY GRADES; *FEDERAL PROGRAMS; GRADE 1; GRADE 2; GRADE 3; *MEXICAN AMERICANS; MINORITY GROUP CHILDREN; *PROGRAM EVALUATION; SPANISH SPEAKING

IDENTIFIER: HARLANDALE; *TEXAS

DESCRIPTIVE NOTE: 37P.

THE DOCUMENT IS AN EVALUATION OF THE BILINGUAL INSTRUCTIONAL PROJECT IN THE 1ST, 2ND, AND 3RD GRADES OF 4 ELEMENTARY SCHOOLS IN THE HARLANDALE INDEPENDENT SCHOOL DISTRICT, SAN ANTONIO, TEXAS, DURING THE 1968-69 SCHOOL TERM. EVALUATION OF THE 1ST GRADE INCLUDED A MENTAL ABILITY AND READINESS TEST--PRETEST AND POSTTEST. AT THE 2ND GRADE LEVEL, THE SCIENCE RESEARCH ASSOCIATES ACHIEVEMENT TEST IN READING WAS GIVEN AS A PRETEST AND THE INTER-AMERICAN SERIES WAS GIVEN AS A POSTTEST. FOR THE 3RD GRADE, THE SCIENCE RESEARCH ASSOCIATED ACHIEVEMENT TEST IN READING WAS GIVEN AS A PRETEST AND POSTTEST. EIGHT CONCLUSIONS ARE GIVEN--E.G., THERE WAS NO DISCERNIBLE DIFFERENCE IN LANGUAGE ACHIEVEMENT BY 2ND AND 3RD GRADE PUPILS BETWEEN THE BILINGUAL AND THE CONTROL GROUPS AS MEASURED BY READING TESTS IN ENGLISH. THE 11 RECOMMENDATIONS ENCOURAGE BETTER ORGANIZATION, BETTER PLANNING, LEADERSHIP THAT IS MORE READILY AVAILABLE, CLOSER SUPPORT BY THE PRINCIPALS, AND MORE MATERIALS. A CLOSER EVALUATOR CONTACT WITH THE PROGRAM IS ALSO RECOMMENDED. (FOR RELATED DOCUMENTS, SEE RC 007 266, 267.) (FF)

ACCESSION NUMBER: ED081886

PUBLICATION DATE: APR 73

TITLE: EDUCATIONAL ATTAINMENT BY AGE, SEX, AND RACE, FOR THE UNITED STATES: 1970. 1970 CENSUS OF POPULATION, SUPPLEMENTARY REPORT.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; *AGE DIFFERENCES; *CENSUS FIGURES; COLLEGES; EDUCATIONAL BACKGROUND; HIGH SCHOOL GRADUATES; NATIONAL SURVEYS; NEGRO EDUCATION; PUERTO RICANS; *RACIAL DIFFERENCES; RURAL URBAN DIFFERENCES; *SEX DIFFERENCES; SOCIAL DIFFERENCES; SPANISH SPEAKING; STATISTICAL ANALYSIS

DESCRIPTIVE NOTE: 10P.

THE 1960'S WITNESSED CONSIDERABLE CHANGE IN EDUCATIONAL ATTAINMENT LEVELS. OF AMERICANS 25 YEARS OLD AND OVER IN 1970, 52 PERCENT WERE AT LEAST HIGH SCHOOL GRADUATES, AS COMPARED WITH 41 PERCENT IN 1960 AND 34 PERCENT IN 1950. THERE WAS CONSIDERABLE VARIATION IN EDUCATIONAL ATTAINMENT LEVELS IN 1970 AMONG THE VARIOUS AGE GROUPS IN THE POPULATION. FOR EXAMPLE, AMONG OLDER AMERICANS 75 YEARS OLD AND OVER ONLY 21 PERCENT WERE HIGH SCHOOL GRADUATES, BUT AMONG THE YOUNGER ADULTS, THOSE 20 TO 24 YEARS OLD, WHO WOULD HAVE RECENTLY COMPLETED THEIR HIGH SCHOOL EDUCATION, 78 PERCENT WERE HIGH SCHOOL GRADUATES. AT EACH PRECEDING YOUNGER AGE FROM 75 YEARS OLD AND OVER DOWN TO 20 TO 24 YEARS, THE MEDIAN NUMBER OF YEARS OF SCHOOL COMPLETED RISES. AMONG THOSE 50 TO 54 YEARS OLD, THE MEDIAN WAS 12.0 FOR THE MEN AND 12.1 FOR THE WOMEN. THE MEDIAN REACHED A HIGH OF 12.7 FOR THE MEN 20 TO 24 YEARS OLD AND 12.6 YEARS FOR THE WOMEN OF THIS AGE. NEGROES AND PERSONS OF SPANISH HERITAGE LAGGED BEHIND THE TOTAL POPULATION IN EDUCATIONAL ATTAINMENT, BUT THEY ARE MAKING CONSIDERABLE GAINS. IN 1970, 31 PERCENT OF NEGROES 25 YEARS OLD AND OVER HAD GRADUATED FROM HIGH SCHOOL; HOWEVER, AMONG THE YOUNGER NEGROES, 20 TO 24 YEARS OLD, 62 PERCENT WERE HIGH SCHOOL GRADUATES. AMONG PERSONS OF SPANISH HERITAGE, 36 PERCENT OF THOSE 25 YEARS OLD AND OVER WERE HIGH SCHOOL GRADUATES AS COMPARED WITH 58 PERCENT OF THOSE 20 TO 24 YEARS OLD. (AUTHOR/JM)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U. S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D. C. 20402 ($0.35, DOMESTIC POSTPAID; $0.25, GPO BOOKSTORE)

ACCESSION NUMBER: ED082076

PUBLICATION DATE: 72

TITLE: REPORTED FRIENDLINESS TOWARD MEXICAN-AMERICANS AS A FUNCTION OF BELIEF SIMILARITY AND RACE.

PERSONAL AUTHOR: COLE, STEVEN G.; DAVENPORT, KATHLEEN

DESCRIPTOR: *BELIEFS; ETHNIC GROUPS; FRIENDSHIP; JUNIOR HIGH SCHOOL STUDENTS; *MEXICAN AMERICANS; *PEER RELATIONSHIP; RACIAL ATTITUDES; *RACIAL FACTORS; SOCIAL DISCRIMINATION; SOCIAL RELATIONS

DESCRIPTIVE NOTE: 11P.

THE THEORETICAL BASIS FOR THE PRESENT STUDY IS THE PROPOSITION THAT REACTIONS TO MINORITY GROUP MEMBERS BY WHITE INDIVIDUALS ARE RELATED TO BELIEF SIMILARITY RATHER THAN RACIAL SIMILARITY. NINTH GRADE SUBJECTS WERE TESTED ON TWO OCCASIONS WITH A QUESTIONNAIRE COMPOSED OF A VALUE SCALE, AN INFORMATION SECTION, A FRIENDLINESS SCALE, AND A SIMILARITY SCALE. THE RESULTS OF THE STUDY INDICATE THAT THE SUBJECTS RESPOND PRIMARILY IN TERMS OF BELIEF AND SECONDARILY IN TERMS OF RACE. ALTHOUGH SIMILAR STUDIES EXIST FOR OTHER MINORITY GROUPS, A MEANINGFUL COMPARISON OF PREJUDICE TOWARD DIFFERENT ETHNIC GROUPS REQUIRES A STUDY DESIGNED SPECIFICALLY FOR THAT PURPOSE. (AUTHOR/LAA)

ACCESSION NUMBER: ED082220

PUBLICATION DATE: 73

TITLE: BIBLIOGRAPHY OF LITERATURE AND CROSS-CULTURE VALUES.

PERSONAL AUTHOR: FITZGERALD, BONNIE

DESCRIPTOR: *ADOLESCENT LITERATURE; AFRICAN CULTURE; AMERICAN INDIAN CULTURE; *ANNOTATED BIBLIOGRAPHIES; *CHILDRENS BOOKS; CHINESE; JAPANESE; MEXICAN AMERICANS; *MINORITY GROUPS; NEGRO CULTURE; SPANISH AMERICANS

DESCRIPTIVE NOTE: 17P.; PREPARED FOR THE UTAH COUNCIL OF TEACHERS OF ENGLISH SPRING CONFERENCE

PREPARED BY A YOUNG PEOPLE'S LIBRARIAN, THIS ANNOTATED BIBLIOGRAPHY OF 103 CITATIONS ON MINORITY GROUPS IS DIVIDED INTO THE FOLLOWING SECTIONS: BLACK FICTION, BLACK BIOGRAPHY, BLACK INFORMATIONAL, BLACK POETRY, AFRICAN FOLKTALES, INDIAN FICTION, INDIAN INFORMATIONAL, CHINESE FOLKTALES, INDIAN POETRY, INDIAN LEGENDS, ORIENTAL POETRY, ORIENTAL FICTION, SPANISH FOLKTALES, CHICANO MUSIC, CHICANO FICTION, AND CHICANO INFORMATIONAL. AGE LEVEL IS PROVIDED AFTER EACH ANNOTATION. (HOD)

ACCESSION NUMBER: ED082547

PUBLICATION DATE: 25 NOV 72

TITLE: ETHNIC STUDY AND FOREIGN LANGUAGE EDUCATION: CHICANOS AND SPANISH LANGUAGE.

PERSONAL AUTHOR: WALSER, F. LEROY

DESCRIPTOR: AMERICAN INDIANS; CURRICULUM DEVELOPMENT; *ETHNIC GROUPS; *ETHNIC STEREOTYPES; *ETHNOCENTRISM; LANGUAGE INSTRUCTION; MEXICAN AMERICANS; MEXICANS; MODERN LANGUAGES; SECOND LANGUAGE LEARNING; *SOCIAL DISCRIMINATION; *SPANISH AMERICANS

DESCRIPTIVE NOTE: 10P.: PAPER PRESENTED AT THE ACTFL/SCOLT JOINT ANNUAL MEETING, ATLANTA, GEORGIA, NOVEMBER 1972, INCLUDED IN THE PROCEEDINGS OF THE JOINT MEETING

STEREOTYPES OF THE MEXICAN, THE CHICANO, AND THE AMERICAN INDIAN ARE NOTED TO BE RECURRENT IN MANY EDUCATIONAL PUBLICATIONS AND CONSIDERED TO BE A MAJOR OBSTACLE IN OVERCOMING COMMONLY HELD BIASES AND PREJUDICES WHICH WORK AGAINST THE EDUCATIONAL AND SOCIAL ADVANCEMENT OF MINORITY GROUPS. THIS PAPER DISCUSSES MEANS TO IMPROVE THE EDUCATIONAL CURRICULUM AND HELP ELIMINATE NEGATIVE STEREOTYPING OF ETHNIC MINORITIES. (RL)

200

ACCESSION NUMBER: ED082564

PUBLICATION DATE: 73

TITLE: BILINGUALISM IN THE SOUTHWEST.

PERSONAL AUTHOR: TURNER, PAUL R., ED.

DESCRIPTOR: AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; BICULTURALISM; BILINGUAL EDUCATION; *BILINGUALISM; ENGLISH; ETHNIC GROUPS; *LANGUAGE RESEARCH; LINGUISTICS; *MEXICAN AMERICANS; MINORITY GROUPS; NATIVE SPEAKERS; NAVAHO; PSYCHOLINGUISTICS; RESEARCH; SOCIOCULTURAL PATTERNS; *SOCIOLINGUISTICS; SPANISH

DESCRIPTIVE NOTE: 352P.

THE ARTICLES INCLUDED IN THIS BOOK ARE INTENDED TO DEMONSTRATE THE DIVERSITY OF ACADEMIC INTEREST IN THE PHENOMENON OF BILINGUALISM. ARTICLES TREAT MEXICAN-AMERICANS, AMERICAN INDIANS, AND SUGGESTIONS FOR FURTHER RESEARCH. THE FIRST TWO PARTS CONTAIN THE FOLLOWING SUBDIVISIONS: (1) ASSUMPTIONS AND METHODS, (2) LANGUAGE RESOURCES AND DEVELOPMENT, AND (3) CULTURAL AND LINGUISTIC INTERACTIONS. THERE ARE A TOTAL OF EIGHT ARTICLES IN THE FIRST SECTION, NINE IN THE SECOND, AND ONE IN THE THIRD. MANY OF THE ARTICLES INCLUDE REFERENCES FOR FURTHER RESEARCH OR CONSULTATION. TABLES AND GRAPHS HELP TO EXPLAIN INFORMATION. (SK)

AVAILABILITY: UNIVERSITY OF ARIZONA PRESS, BOX 3398, TUCSON, ARIZONA 85772 ($7.45)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED082581

BEST COPY AVAILABLE

PUBLICATION DATE: JUL 73

TITLE: MATERIALES EN MARCHA PARA EL ESFUERZO BILINGUE-BICULTURAL (MATERIALS ON THE MARCH FOR THE PROMOTION OF BILINGUALISM/BICULTURALISM), JULY 1973.

DESCRIPTOR: *BICULTURALISM; *BILINGUAL EDUCATION; BILINGUALISM; BIOGRAPHIES; CULTURE; ENGLISH; ETHNIC GROUPS; *INSTRUCTIONAL MATERIALS; LATIN AMERICAN CULTURE; *MEXICAN AMERICANS; MINORITY GROUPS; *NEWSLETTERS; PORTUGUESE; SPANISH; SPANISH CULTURE

DESCRIPTIVE NOTE: 23P.; SOME MATERIAL IN SPANISH

THIS NEWSLETTER IS DESIGNED TO PROMOTE THE NEEDS AND AIMS OF BILINGUAL-BICULTURAL EDUCATION. THIS ISSUE CONTAINS THE FOLLOWING ARTICLES: (1) SANTILLANA'S "REDONDEL," (2) SECONDARY BIOGRAPHIES, (3) THE CULTURE CRUNCH, AND (4) EDITOR'S NOTES. INCLUDED IS A LIST OF SUGGESTED U.S. DISTRIBUTORS OF EDUCATIONAL MATERIALS IN SPANISH AND PORTUGUESE. (SK)

ACCESSION NUMBER: ED082585

PUBLICATION DATE: 12 OCT 73

BEST COPY AVAILABLE

TITLE: SOCIOLINGUISTICS AND CHICANO LITERATURE.

PERSONAL AUTHOR: GEUDER, PATRICIA A.

DESCRIPTOR: CULTURE; DIALECT STUDIES; *ENGLISH; ETHNIC GROUPS; IDIOMS; LANGUAGE RESEARCH; LANGUAGE ROLE; LINGUISTICS; *LITERATURE APPRECIATION; *MEXICAN AMERICANS; MINORITY GROUPS; NONSTANDARD DIALECTS; *SOCIOLINGUISTICS; SOCIOLOGY; *SPANISH

DESCRIPTIVE NOTE: 14P.; PAPER PRESENTED AT A MEETING OF THE ROCKY MOUNTAIN MODERN LANGUAGE ASSOCIATION, LARAMIE, WYOMING, OCTOBER 12, 1973

ONE RICH CULTURAL BEGINNING EMBEDDED IN CONTEMPORARY CHICANO LITERATURE IS THE LANGUAGE(S) OF THE LITERATURE. IN THIS RESPECT, CHICANO LITERATURE AND SOCIOLINGUISTICS ARE CONCOMITANTS: THE USE OF SOCIOLINGUISTICS INCREASES THE UNDERSTANDING OF THE USE OF THE LANGUAGE(S) FOUND IN THE LITERATURE; OF THE CONTEXTUAL REFERENCES MADE ABOUT LANGUAGE(S); AND OF THE CONTENT, FORM, AND KINESIC CODE OF CONVERSATIONAL ETIQUETTE MODES. (AUTHOR)

ACCESSION NUMBER: ED082720

PUBLICATION DATE: AUG 73

TITLE: THE POTENTIAL APPLICATION OF THE MODEL LEARNING CONCEPT TO A CHICANO STUDIES CURRICULA IN THE COMMUNITY COLLEGES. FINAL REPORT.

PERSONAL AUTHOR: CRUZ, RODOLFO; SEGURA, ROBERTO

DESCRIPTOR: ADMINISTRATOR EDUCATION; COMMUNITY COLLEGES; *COMMUNITY RESOURCES; *EDUCATIONAL INNOVATION; EDUCATIONAL THEORIES; *ETHNIC STUDIES; *MEXICAN AMERICANS; POST SECONDARY EDUCATION; PROGRAM DESCRIPTIONS; *SCHOOL COMMUNITY PROGRAMS

IDENTIFIER: *MODAL LEARNING CONCEPT

DESCRIPTIVE NOTE: 31P.

THE PRIMARY PURPOSE OF THIS STUDY WAS TO EXPLORE THE POSSIBILITY OF COMBINING EXISTING RESOURCES OF THE COMMUNITY AND THE COMMUNITY COLLEGE SYSTEM IN AN EDUCATIONAL PROGRAM THAT CAN PROVIDE MAXIMUM LATITUDE FOR INDIVIDUAL ABILITIES AND INTERESTS OF STUDENTS INVOLVED IN THE CHICANO STUDIES AREA. CURRENT LITERATURE ON INNOVATIVE PROGRAMS IN HIGHER EDUCATION, SUCH AS THE UNION FOR EXPERIMENTING COLLEGES AND UNIVERSITIES, WAS REVIEWED. TWO SITE VISITS WERE CONDUCTED, ONE TO DEGANAWIDAH-QUETZALCOATL UNIVERSITY IN DAVIS, CALIFORNIA, AND THE OTHER TO MIAMI DATA COMMUNITY COLLEGE IN MIAMI, FLORIDA. RESULTS INDICATED THAT A MAJOR PROBLEM EXISTS IN THE MODAL LEARNING CONCEPT IN THAT MANY COMMUNITY COLLEGE EDUCATORS SURVEYED BELIEVE THAT THEY ARE ALREADY IMPLEMENTING INNOVATIONS THAT COMBINE EXISTING COMMUNITY RESOURCES. A SEMINAR WITH COMMUNITY COLLEGE CHICANO STUDIED DIRECTORS AND ADMINISTRATORS IS RECOMMENDED TO INCREASE THEIR UNDERSTANDING OF THE MODAL LEARNING CONCEPT. IT IS FELT THAT, WITH GOOD SALESMANSHIP, EDUCATORS CAN BE CONVINCED THAT THEIR INNOVATIONS CAN BE IMPROVED. SUCH A CHANGE WOULD BE FACILITATED BY THE CREATION OF AN ENVIRONMENT BY ADMINISTRATORS THAT WOULD ENCOURAGE EXPERIMENTATION AND WOULD ALLOW FOR POSSIBLE SUBSEQUENT FAILURE. (AUTHOR/KM)

ACCESSION NUMBER: ED082819

BEST COPY AVAILABLE

PUBLICATION DATE: AUG 72

TITLE: NATIONAL CONFERENCE: EARLY CHILDHOOD EDUCATION AND THE CHICANITO (TUCSON, ARIZONA, AUGUST 3-5, 1972).

PERSONAL AUTHOR: CHAVEZ, RAFAEL, ED.

DESCRIPTOR: *BILINGUAL EDUCATION; BILINGUAL STUDENTS; *CONFERENCE REPORTS; CULTURAL ENVIRONMENT; *EARLY CHILDHOOD EDUCATION; ENGLISH (SECOND LANGUAGE); *INSTRUCTIONAL MATERIALS; MEXICAN AMERICANS; MUSIC EDUCATION; *SPANISH SPEAKING; TEACHER EDUCATION; TELEVISED INSTRUCTION; WORKSHOPS

DESCRIPTIVE NOTE: 89P.

THIS DOCUMENT REPORTS ON A NATIONAL MEETING ORGANIZED BY THE STATE TRAINING OFFICE IN ARIZONA THROUGH THE COMBINED EFFORTS OF MEXICAN AMERICAN SYSTEMS AND THE OFFICE OF CHILD DEVELOPMENT. THE EMPHASIS OF THE MEETING WAS TO ENCOURAGE IMPLEMENTATION OF BILINGUAL-BICULTURAL EDUCATION FOR CHICANITOS AT EARLY STAGES OF THEIR DEVELOPMENT. THE FIRST SECTION OF THE REPORT PRESENTS SUMMARIES OF THE ACTIVITIES OF 19 SMALL GROUP WORKSHOPS, WITH TOPICS INCORPORATING PROBLEMS OF THE CHICANO CHILD, MEXICAN-AMERICAN LIFE STYLE, TEACHER TRAINING, EXISTING BILINGUAL PROGRAMS, AND NEW APPROACHES TO BICULTURAL EDUCATION. THE SECOND PART OF THE REPORT LISTS THE COMPANIES WHO EXHIBITED THEIR BILINGUAL MATERIALS AT THE CONFERENCE. AN ABSTRACT BIBLIOGRAPHY OF 20 RELEVANT PAPERS, AND A BIBLIOGRAPHY OF 34 TEXTBOOKS CONCERNED IN VARIOUS WAYS WITH BILINGUAL EDUCATION ARE INCLUDED. THE FINAL SECTION OF THE DOCUMENT INCLUDES PRECONFERENCE CORRESPONDENCE FROM GOVERNMENT OFFICIALS, EDUCATIONAL ADMINISTRATORS, AND PROFESSORS. RESULTS OF THE WORKSHOP EVALUATIONS ARE LISTED, BASED ON RATING SCALES COMPLETED BY ALL PARTICIPANTS. THE PUBLICITY GENERATED BY THE CONFERENCE IS REVIEWED, AS ARE INITIAL INDICATIONS OF LASTING EFFECTS OF THE MEETING. (DP)

ACCESSION NUMBER: ED082863

PUBLICATION DATE: 72

TITLE: TEXAS STATE DEPARTMENT OF HEALTH MIGRANT PROJECT. ANNUAL REPORT 1971.

DESCRIPTOR: AGRICULTURAL LABORERS; *ANNUAL REPORTS; HEALTH NEEDS; IMMUNIZATION PROGRAMS; *MEXICAN AMERICANS; *MIGRANT HEALTH SERVICES; NUTRITION; PROGRAM DESCRIPTIONS; *SANITATION; *SEASONAL LABORERS

IDENTIFIER: *TEXAS

DESCRIPTIVE NOTE: 103P.

THE TEXAS MIGRANT HEALTH PROJECT UNDER THE STATE DEPARTMENT OF HEALTH AIMS TO: (1) PROMOTE AND IMPROVE MEDICAL, DENTAL, AND PUBLIC HEALTH SERVICES FOR THE DOMESTIC AGRICULTURAL WORKER AND HIS DEPENDENTS AND (2) ENCOURAGE AND SUPPORT MIGRANT EFFORTS TO PARTICIPATE IN AND BE RESPONSIBLE FOR PERSONAL AND FAMILY HEALTH. DURING 1969-70, THE STATE WAS DIVIDED INTO 3 DISTRICTS ENCOMPASSING THE AREAS WITH THE HEAVIEST MIGRANT CONCENTRATIONS. EACH DISTRICT EMPLOYS A PUBLIC HEALTH NURSE, A SANITARIAN, AND CLERICAL PERSONNEL. IN THIS 1971 ANNUAL REPORT, REPORTS ARE GIVEN FOR EACH DISTRICT AND THE CENTRAL OFFICE. THE ACTIVITIES CARRIED OUT INCLUDED HEALTH EDUCATION WORKSHOPS, DENTAL SERVICES, CONFERENCES, DEVELOPING MATERIALS, PUBLIC HEALTH NURSING SERVICES, AND ENVIRONMENTAL SANITATION SERVICES. EVEN THOUGH THE NUMBER OF MIGRANTS HAS DECLINED, THE PROJECT WILL CONTINUE TO ANALYZE, PLAN, DEVELOP, AND COORDINATE PUBLIC HEALTH AND ALLIED EFFORTS TO PROMOTE AND PROTECT THE HEALTH AND WELFARE OF MIGRANTS AND THEIR DEPENDENTS IN TEXAS. (NQ)

206

ACCESSION NUMBER: ED082866

PUBLICATION DATE: JUL 73

TITLE: MEXICAN AMERICAN CHICANO HANDBOOK OF AFFIRMATIVE ACTION PROGRAMS FOR EMPLOYERS AND EMPLOYEES AND A DIRECTORY OF GOVERNMENTAL-INDUSTRIAL-EDUCATIONAL-COMMUNITY AGENCIES AND REPRESENTATIVES.

DESCRIPTOR: AGENCIES; DIRECTORIES; *EMPLOYMENT OPPORTUNITIES; GOVERNMENT ROLE; *LEGISLATION; *MEXICAN AMERICANS; *ORGANIZATIONS (GROUPS); *PROGRAM DESCRIPTIONS

DESCRIPTIVE NOTE: 170P.

AFFIRMATIVE ACTION IS AN EMPLOYER'S TOTAL EFFORT TO ENSURE EQUAL EMPLOYMENT OPPORTUNITIES. THIS INCLUDES GUARANTEES THAT MINORITIES AND WOMEN ARE EMPLOYED AT EVERY ORGANIZATION LEVEL TO WHICH THEIR ABILITIES AND CAREER OBJECTIVES ENTITLE THEM TO ASPIRE. PREPARED BY MEMBERS OF THE PERSONNEL MANAGEMENT ASSOCIATION OF AZTLAN, THIS HANDBOOK IS DESIGNED TO COMMUNICATE USEFUL INFORMATION ABOUT AFFIRMATIVE ACTION PROGRAMS (AAP) TO EMPLOYEES, PROSPECTIVE EMPLOYEES, EMPLOYERS, EDUCATIONAL INSTITUTIONS, GOVERNMENTAL COMPLIANCE AGENCIES, LOCAL TRAINING CENTERS, AND COMMUNITIES. NUMEROUS AFFIRMATIVE ACTION PROGRAMS AND RELATED LEGISLATION, KEY ELEMENTS OF REVISED ORDER NO. 4, EFFECTIVE AAP FORMS, AND PARTS OF SUCCESSFUL AFFIRMATIVE ACTION PROGRAMS ARE GIVEN. THE HANDBOOK IS DIVIDED INTO 6 SECTIONS: (1) WHAT AFFIRMATIVE ACTION MEANS TO EMPLOYERS; (2) GOVERNMENT COMPLIANCE AGENCIES ARE THERE TO HELP; (3) HIGH SCHOOLS, COLLEGES, AND UNIVERSITIES ARE AVAILABLE; (4) MANPOWER AND TRAINING SOURCES ARE ESSENTIAL; (5) CHICANO GOVERNMENT REPRESENTATIVES ARE INCREASING; AND (6) NATIONAL CHICANO ORGANIZATIONS ARE INVOLVED. A DIRECTORY OF GOVERNMENTAL-INDUSTRIAL-EDUCATIONAL-COMMUNITY AGENCIES AND REPRESENTATIVES IS ALSO INCLUDED. (AUTHOR/NQ)

ACCESSION NUMBER: ED082981

PUBLICATION DATE: OCT 73

TITLE: MEXICAN AMERICAN EDUCATION, A SELECTED BIBLIOGRAPHY (WITH ERIC ABSTRACTS). ERIC/CRESS SUPPLEMENT NO. 3.

DESCRIPTOR: ACADEMIC ACHIEVEMEMT; *ANNOTATED BIBLIOGRAPHIES; *BILINGUAL EDUCATION; DISADVANTAGED YOUTH; *ENGLISH (SECOND LANGUAGE); ETHNIC GROUPS; *MEXICAN AMERICANS; PRESCHOOL CHILDREN; SELF CONCEPT; *SPANISH SPEAKING

DESCRIPTIVE NOTE: 294P.

ACCESS TO SOME OF THE LATEST RESEARCH FINDINGS AND DEVELOPMENTS IN MEXICAN AMERICAN EDUCATION IS PROVIDED IN THIS BIBLIOGRAPHY. A SUPPLEMENT TO 3 PREVIOUS ERIC/CRESS PUBLICATIONS: "MEXICAN AMERICAN EDUCATION, A SELECTED BIBLIOGRAPHY" (ED 031 352), "MEXICAN AMERICAN EDUCATION, A SELECTED BIBLIOGRAPHY--SUPPLEMENT NO. 1" (ED 048 961), AND "MEXICAN AMERICAN EDUCATION, A SELECTED BIBLIOGRAPHY (WITH ERIC ABSTRACTS)--ERIC/CRESS SUPPLEMENT NO. 2" (ED 065 217), THE PRESENT BIBLIOGRAPHY CONTAINS 221 CITATIONS AND ABSTRACTS WHICH APPEARED IN "RESEARCH IN EDUCATION" FROM MARCH 1972 THROUGH MARCH 1973. ALSO INCLUDED ARE 86 CITATIONS WHICH APPEARED IN "CURRENT INDEX TO JOURNALS IN EDUCATION" FROM APRIL 1972 THROUGH MARCH 1973. BILINGUAL EDUCATION AND ENGLISH AS A SECOND LANGUAGE ARE EMPHASIZED. ORDERING INFORMATION AND SUBJECT INDEXES ARE INCLUDED. (NQ)

AVAILABILITY: NATIONAL EDUCATIONAL LABORATORY PUBLISHERS, INC., 813 AIRPORT BOULEVARD, AUSTIN, TEXAS 78702 (STOCK NO. EC-003, $5.00)

208

ACCESSION NUMBER: ED082883

PUBLICATION DATE: 73

TITLE: REVENUE SHARING AND THE SPANISH SPEAKING.

DESCRIPTOR: CIVIL RIGHTS; *COMMUNITY ACTION; COMMUNITY PLANNING; ECONOMIC FACTORS; *FEDERAL PROGRAMS; *LOCAL GOVERNMENT; NEEDS; *REVENUE SHARING; *SPANISH SPEAKING; TAX EFFORT

DESCRIPTIVE NOTE: 24P.

INFORMATION OF INTEREST TO SPANISH SPEAKING PEOPLE ON REVENUE SHARING WAS PRESENTED IN THIS BOOKLET. MAJOR TOPICS WERE THE UTILIZATION OF GENERAL REVENUE SHARING FUNDS, FUND DISTRIBUTION, COMMUNITY ACTION, REPORTS ON PLANNED AND ACTUAL USE OF FUNDS, ASSURANCES TO THE SECRETARY OF THE TREASURY, AND CIVIL RIGHTS PROVISIONS. ADDITIONAL INFORMATION ON THESE TOPICS WAS PRESENTED IN THE APPENDIX. IT WAS NOTED THAT IN ORDER TO CREATE MORE AWARENESS, THE CABINET COMMITTEE ON OPPORTUNITIES FOR SPANISH SPEAKING PEOPLE WAS INSTRUMENTAL IN THE ADOPTION OF A REGULATION REQUIRING LOCAL GOVERNMENTS TO ISSUE REPORTS ON REVENUE SHARING PLANS AND EXPENDITURES TO THE SPANISH LANGUAGE MEDIA. (PS)

ACCESSION NUMBER: ED082898

PUBLICATION DATE: JAN 71

TITLE: HANDBOOK FOR PUBLIC HEALTH NURSES WORKING WITH SPANISH-AMERICANS.

DESCRIPTOR: ATTITUDES; BELIEFS; *COMMUNICATION (THOUGHT TRANSFER); DISEASES; INTERPRETERS; *NURSES; PATIENTS (PERSONS); *PUBLIC HEALTH; *RURAL POPULATION; *SPANISH AMERICANS

IDENTIFIER: *NORTHERN NEW MEXICO

DESCRIPTIVE NOTE: 52P.; REPRINTED JANUARY 1971, FIRST PRINTED JUNE 1964

PREPARED FOR THE USE OF PUBLIC HEALTH NURSES WORKING WITH RURAL SPANISH AMERICANS IN NORTHERN NEW MEXICO, THIS HANDBOOK PRESENTS INFORMATION AND SUGGESTIONS, IN OUTLINE FORM, TO AID THESE NURSES IN COMMUNICATING WITH THEIR PATIENTS WITH BETTER UNDERSTANDING AND COOPERATION. THE HANDBOOK IS BASED ON THE FINDINGS OF A STUDY CONDUCTED BETWEEN SEPTEMBER 1958 AND JULY 1963 IN HEALTH DISTRICT #1 OF NORTHERN NEW MEXICO. THE STUDY'S PURPOSE WAS TO OBSERVE WHETHER THE QUALITY OF COMMUNICATION BETWEEN NURSE AND PATIENT AND THE DEGREE OF COOPERATION OBTAINED FROM PATIENTS VARIED WITH THE FOLLOWING 4 FACTORS: (1) THE SETTING IN WHICH THE CONTACT TOOK PLACE; (2) ATTRIBUTES OF PATIENTS SUCH AS AGE, SEX, LANGUAGE FACILITY, AND EDUCATION; (3) NURSE PERFORMANCE VARIABLES SUCH AS LANGUAGE USED, LENGTH OF THE INTERVIEW, AND USE OF VISUAL AIDS OR WRITTEN MATERIALS; AND (4) DISCOURSE VARIABLES SUCH AS USE OF COMPLETE, APPROPRIATE ARGUMENTS AND "ADEQUATE" EXPLANATIONS. TOPICS DISCUSSED IN THE HANDBOOK INCLUDE: THE PATIENTS; HEALTH BELIEFS AND LINKAGE; SICKNESS; RESPIRATORY, CHILDREN, AND TRADITIONAL DISEASES; TREATMENT; TRADITIONAL PRACTITIONERS AND THEIR AREAS OF COMPETENCE AND INTERESTS; FIRST VISIT; USE OF AN INTERPRETER; ARGUMENTS; EXPLANATIONS; FOLK ATTITUDES RELEVANT TO PUBLIC HEALTH; AND GENERAL RULES. (NQ)

ACCESSION NUMBER: ED082901

PUBLICATION DATE: 23 JUL 73

TITLE: STATEMENT OF HENRY M. RAMIREZ, CHAIRMAN, CABINET COMMITTEE ON OPPORTUNITIES FOR SPANISH SPEAKING PEOPLE, BEFORE THE SUBCOMMITTEE OF THE COMMITTEE ON GOVERNMENT OPERATIONS, HOUSE OF REPRESENTATIVES, JULY 23, 1973.

PERSONAL AUTHOR: RAMIREZ, HENRY M.

DESCRIPTOR: AGENCIES; AGENCY ROLE; BILINGUAL EDUCATION; EDUCATIONAL OPPORTUNITIES; *EQUAL OPPORTUNITIES (JOBS); *FEDERAL AID; *FEDERAL PROGRAMS; NEEDS; *SPANISH SPEAKING; *SPEECHES

DESCRIPTIVE NOTE: 14P.

ON JULY 23, 1973, DR. HENRY M. RAMIREZ, CHARIMAN OF THE CABINET COMMITTEE ON OPPORTUNITIES FOR SPANISH SPEAKING PEOPLE, SPOKE BEFORE THE SUBCOMMITTEE OF THE COMMITTEE ON GOVERNMENT OPERATIONS. DR. RAMIREZ OUTLINED WHY THE CABINET COMMITTEE IS NEEDED, GAVE EXAMPLES OF THE COMMITTEE'S ACCOMPLISHMENTS, AND DISCUSSED FUTURE PLANS TO ASSURE THAT FEDERAL PROGRAMS REACH THE SPANISH SPEAKING. ACCORDING TO DR. RAMIREZ, THE CABINET COMMITTEE WAS ESTABLISHED TO ADVISE FEDERAL DEPARTMENTS AND AGENCIES ON APPROPRIATE ACTIONS TO ASSURE THAT FEDERAL PROGRAMS REACH THE SPANISH SPEAKING PEOPLE. SINCE ITS ESTABLISHMENT IN 1969, THE COMMITTEE HAS ACCOMPLISHED: THE DISTRIBUTION OF $47 MILLION TO FIRST TIME GRANTEES FOR PROGRAMS RUN BY THE SPANISH SPEAKING FOR THE SPANISH SPEAKING; THE ESTABLISHMENT OF PROJECT ALPHA TO DEAL WITH JOB OPPORTUNITIES AT THE LOCAL LEVEL AND PROJECT BLUE AT THE NATIONAL LEVEL; EFFECTIVE DATA COLLECTION AND REPORTING SYSTEMS; THE IMPROVEMENT OF EMPLOYMENT OPPORTUNITIES THROUGH PROJECT BETA; STRENGTHENING THE PRESIDENT'S 16-POINT PROGRAM BY HELPING TO INSTITUTIONALIZE IT INTO THE FEDERAL STRUCTURE; AND GETTING AGENCIES TO BE COGNIZANT OF SPANISH SPEAKING NEEDS. IN THE FUTURE, THE PLANS ARE TO INCREASE EQUAL EDUCATIONAL OPPORTUNITIES AND THE NUMBER OF SPANISH AMERICANS ON THE FEDERAL REGISTER THROUGH LOCAL RECRUITMENT. (NQ)

ACCESSION NUMBER: ED082902

PUBLICATION DATE: DEC 72

TITLE: COMMUNITY INVOLVEMENT AND EDUCATIONAL DECISION MAKING: THE DEVELOPMENT OF A MEXICAN AMERICAN CURRICULUM OFFICE IN THE TOLEDO PUBLIC SCHOOLS.

PERSONAL AUTHOR: LARSON, JAMES R.

DESCRIPTOR: ADVISORY COMMITTEES; *COMMUNITY INVOLVEMENT; CURRICULUM; *DECISION MAKING; *DOCTORAL THESES; EDUCATIONAL IMPROVEMENT; ETHNIC STUDIES; *MEXICAN AMERICANS; *OFFICES (FACILITIES); ORGANIZATIONS (GROUPS); PUBLIC SCHOOLS

IDENTIFIER: OHIO; *TOLEDO PUBLIC SCHOOLS

DESCRIPTIVE NOTE: 199P.; DOCTOR'S DISSERTATION, UNIVERSITY OF TOLEDO

INVESTIGATING THE PROCESS WHICH LED TO THE DEVELOPMENT OF A MEXICAN AMERICAN CURRICULUM OFFICE WITHIN THE TOLEDO PUBLIC SCHOOLS, THE STUDY EXAMINED THE EFFORTS OF THE MEXICAN AMERICAN COMMUNITY TO IMPROVE EDUCATION IN THOSE SCHOOLS. THESE EFFORTS, WHICH BEGAN IN THE SPRING 1970 AND WINTER 1971, BECAME A PART OF THE PROPOSAL PROCESS FOR AN ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE III GRANT FOR THE SYSTEM. DATA WERE COLLECTED BY PERSONAL INTERVIEWS WITH MEXICAN AMERICAN COMMUNITY LEADERS AND THEIR ALLIES AND EDUCATIONAL DECISION MAKERS AND THEIR ALLIES. INTERVIEWS ON EDUCATIONAL ISSUES CONDUCTED WITH MANY OF TH[illegible]E INDIVIDUALS WERE USED TO VALIDATE THE INFORMATION. ORIGINAL DOCUMENTS AND AUDIO-TAPES OF ALL COMMUNITY ADVISORY COUNCIL (CAC) MEETINGS WERE ALSO USED. A MAJORITY OF THE NEGOTIATING TIME WAS DEVOTED TO THE ROLE AND FUNCTION OF THE CAC. THE SCHOOL SYSTEM RESISTED THE INPUT OF THE COUNCIL'S MORE RADICAL ELEMENTS, WHILE THEY SUPPORTED THE CONSERVATIVE REPRESENTATIVES. THE PRESSURE PLACED ON THE SCHOOL SYSTEM ORIGINATED UNDER THE SUPERVISION OF A COMMUNITY ORGANIZING AGENCY EXTERNAL TO THE MEXICAN AMERICAN COMMUNITY. THE STUDY ENDED WITH THE HIRING OF THE PROJECT DIRECTOR IN THE FALL OF 1971. (AUTHOR/NQ)

ACCESSION NUMBER: ED082909

PUBLICATION DATE: 25 AUG 73

TITLE: DETERMINANTS OF LABOR FORCE PARTICIPATION OF LOW-INCOME WORKERS: REVIEW OF THE LITERATURE.

PERSONAL AUTHOR: PINKERTON, JAMES R.

DESCRIPTOR: ECONOMIC FACTORS; EDUCATIONAL BACKGROUND; *EMPLOYMENT OPPORTUNITIES; HEALTH; HOUSING; *LABOR FORCE; LITERATURE REVIEWS; *LOW INCOME GROUPS; MEXICAN AMERICANS; *MINORITY GROUPS; NEGROES; RACIAL FACTORS; *RURAL URBAN DIFFERENCES; SOCIAL STATUS; SOCIOECONOMIC INFLUENCES

DESCRIPTIVE NOTE: 37P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE RURAL SOCIOLOGICAL SOCIETY, COLLEGE PARK, MARYLAND, AUGUST 25, 1973

ADVANCES THAT HAVE BEEN MADE IN KNOWLEDGE ABOUT A NUMBER OF SITUATIONAL DIMENSIONS THAT AFFECT THE INCOME AND LABOR MARKET ACTIVITY OF DISADVANTAGED WORKERS ARE INDICATED IN THIS LITERATURE REVIEW. THE NEED TO LEARN MORE ABOUT THE FORCE THAT MAKE IT POSSIBLE FOR SOME WORKERS TO BREAK OUT OF THE CYCLE OF POVERTY WHILE OTHERS REMAIN AT THE BOTTON IS MENTIONED. SOME OF THE MAJOR VARIABLES CONSIDERED ARE RURAL VS. URBAN BACKGROUND, RACE-ETHNICITY, EDUCATION, AGE, WIFE'S EDUCATIONAL LEVEL, WAGE RATES AND SALARIES, MARRIAGE, FAMILY SIZE, OTHER INCOME, HEALTH PROBLEMS, HOUSING, TYPE OF INDUSTRY, TRAINING, WELFARE, AND ILLEGAL ACTIVITY. THE NEED FOR STUDIES THAT WILL SYNTHESIZE THE HYPOTHESES PRESENTED BY LOOKING AT THE STRENGTHS AND PATTERNS OF EMPIRICAL RELATIONSHIPS, WHICH FORM WHEN ALL OF THE SITUATIONAL VARIABLES IN THE REVIEW ARE SIMULTANEOUSLY ANALYZED, WAS INDICATED. (PS)

ACCESSION NUMBER: ED082913

BEST COPY AVAILABLE

PUBLICATION DATE: JUN 73

TITLE: MEXICAN AMERICANS--A SURVEY OF RESEARCH BY THE TEXAS AGRICULTURAL EXPERIMENT STATION, 1964-73.

PERSONAL AUTHOR: SALINAS, ESTERAN: AND OTHERS

DESCRIPTOR: ECONOMICS; *MEXICAN AMERICANS; *PROBLEMS; REPORTS; RESEARCH PROJECTS: *RESEARCH REVIEWS (PUBLICATIONS); *SOCIAL CHANGE; *STATUS

IDENTIFIER: *TEXAS

DESCRIPTIVE NOTE: 8P.; PROGRESS REPORT

OVER THE LAST DECADE THE TEXAS AGRICULTURAL EXPERIMENT STATION (TAES) HAS STIMULATED AND SPONSORED RESEARCH RELATED TO THE STATUS, PROBLEMS, AND FUTURE PROSPECTS OF MEXICAN AMERICANS IN TEXAS. THIS DOCUMENT LISTS THE OVER 40 REPORTS WHICH WERE PART OF 6 TAES RESEARCH PROJECTS. IT ALSO CONTAINS RELEVANT TAES AND TEXAS A&M RESEARCH REPORTS AVAILABLE FOR DISTRIBUTION. RANGING FROM 1964-1973, THE DOCUMENT INCLUDES JOURNAL ARTICLES, PAPERS, REPORTS, AND THESES. (KM)

ACCESSION NUMBER: ED082933

PUBLICATION DATE: JUN 73

TITLE: NOSOTROS, LOS AMERICANOS--WE THE AMERICANS.

DESCRIPTOR: *CENSUS FIGURES; CUBANS; *DEMOGRAPHY; *EDUCATION; *EMPLOYMENT; HOUSING PATTERNS; INCOME; LATIN AMERICAN CULTURE; MEXICAN AMERICANS; POPULATION GROWTH; PUERTO RICANS; *SPANISH SPEAKING

DESCRIPTIVE NOTE: 15P.

BASED ON THE 1970 CENSUS, THIS BOOKLET DESCRIBES THE SPANISH SPEAKING POPULATION IN THE U. S. NUMBERING 9.6 MILLION. SPANISH SPEAKING RESIDENTS ARE USUALLY OF MEXICAN, PUERTO RICAN, CUBAN, LATIN OR SOUTH AMERICAN DESCENT. SHORT SUMMARIES ARE GIVEN FOR POPULATION GROWTH AND DISTRIBUTION, RESIDENCE, EDUCATION, FAMILY SIZE, EMPLOYMENT, AND INCOME. (KM)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D. C. 20402 (GPO 0324-00043, $0.45)

ACCESSION NUMBER: ED082935

PUBLICATION DATE: OCT 73

TITLE: INEQUALITIES IN EDUCATIONAL OPPORTUNITY AND THE CHICANO. A STUDY OF SCHOOL SYSTEMS IN THE SOUTHWEST. FINAL REPORT.

PERSONAL AUTHOR: BRISCHETTO, ROBERT; ARCINIEGA, TOMAS

DESCRIPTOR: *ATTITUDES; *CIVIL RIGHTS; COURT LITIGATION; *EDUCATIONAL OPPORTUNITIES; LANGUAGE HANDICAPS; *MEXICAN AMERICANS; MINORITY GROUPS; RESOURCES; SCHOOL POLICY; SCHOOL SUPERINTENDENTS; SERVICES; *SOCIAL DISCRIMINATION

IDENTIFIER: *SOUTHWEST

DESCRIPTIVE NOTE: 318P.

THIS RESEARCH EXAMINED EDUCATIONAL INEQUALITIES FOR MEXICAN AMERICANS IN THE SOUTHWEST. A QUESTIONNAIRE SURVEY WAS CONDUCTED IN 1972 ON A SAMPLE OF 636 SUPERINTENDENTS IN THE PUBLIC SCHOOL SYSTEMS IN ARIZONA, CALIFORNIA, COLORADO, NEW MEXICO AND TEXAS. THE STUDY WAS DESIGNED AS A FOLLOW-UP TO A 1969 CIVIL RIGHTS COMMISSION SURVEY OF 538 SUPERINTENDENTS IN DISTRICTS WITH AT LEAST 10 0/0 MEXICAN AMERICAN ENROLLMENT AND OF 1,166 SCHOOLS WITHIN THESE DISTRICTS. A SUBSAMPLE OF "ANGLO" DISTRICTS WAS ADDED IN THE 1972 SURVEY TO ESTIMATE THE EXTENT OF INEQUALITIES AMONG DISTRICTS OF DIFFERENT ETHNIC ENROLLMENTS. QUANTITY AND QUALITY OF EDUCATIONAL SERVICES WERE FOUND TO BE HIGHLY RELATED TO THE ETHNIC COMPOSITION OF DISTRICT ENROLLMENT AND TO RESIDENTS' INCOME. EVEN AFTER CONTROLLING STATE AND DISTRICT SIZE, THE RELATIONSHIPS REMAINED. INEQUALITIES IN EDUCATIONAL RESOURCES AND SERVICES BASED ON ETHNIC COMPOSITION OF THE DISTRICT WERE ALSO FOUND AMONG SCHOOLS SURVEYED IN 1969. ANOTHER DIMENSION OF THE 1972 SURVEY INVOLVED AN ANALYSIS OF SUPERINTENDENTS' OPINIONS ON A VARIETY OF ISSUES RELATED TO THE CENTRAL QUESTION OF EQUALITY OF EDUCATIONAL OPPORTUNITY. THE FINDINGS HAVE IMPORTANT IMPLICATIONS FOR FURTHER LITIGATION, LEGISLATION, AND POLICY-MAKING VIS-A-VIS THE MEXICAN AMERICAN STUDENT. (AUTHOR/KM)

ACCESSION NUMBER: ED082949

PUBLICATION DATE: 73

TITLE: TEACHING PHYSICS IN SPANISH TO LATIN AMERICAN STUDENTS.

PERSONAL AUTHOR: COOPER, CLARENCE H.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; COLLEGE ENTRANCE EXAMINATIONS; *COLLEGE SCIENCE; EDUCATIONAL RESEARCH; *LANGUAGE HANDICAPS; *PHYSICS; SCIENCE EDUCATION; *SPANISH SPEAKING

IDENTIFIER: RESEARCH REPORTS

DESCRIPTIVE NOTE: 9P.

A STUDY ON EFFECTS OF LEARNING PHYSICS IN ENGLISH AND IN SPANISH ON ACHIEVEMENT DIFFERENCES WAS CONDUCTED WITH TWO GROUPS OF LATIN AMERICAN FRESHMEN STUDENTS ENROLLED AT THE UNIVERSITY OF TEXAS, RESPECTIVELY, IN 1969 AND 1970. THE LEARNING MATERIALS WERE CATEGORIZED INTO UNITS, AND EACH GROUP WAS DIVIDED INTO TWO SUBGROUPS. WHILE ONE OF THE 1969 SUBGROUPS LEARNED A UNIT IN SPANISH, THE OTHER SUBGROUP LEARNED THE SAME UNIT IN ENGLISH. FOR THE 1970 GROUP, ONE SUBGROUP LEARNED ALL UNITS IN SPANISH AND THE OTHER, IN SPANISH AND ENGLISH, ALTERNATELY. COMPARISONS WERE MADE AMONG THE ACHIEVEMENT TEST SCORES OF THE FOUR SUBGROUPS. FOR THE 1970 GROUP, THE SCORES ON AN APTITUDE TEST IN SPANISH AND AN ENGLISH ABILITY TEST WERE ALSO USED FOR COVARIANCE ANALYSIS AND SERVED AS PREDICTORS. RESULTS OBTAINED SHOWED THAT THE GROUP TAUGHT PARTIALLY IN ENGLISH DID NOT DEMONSTRATE A SIGNIFICANT IMPROVEMENT IN GENERAL ABILITY WITH ENGLISH OVER THE GROUP TAUGHT ENTIRELY IN SPANISH. A GREAT DEAL OF EXPOSURE TO ENGLISH WAS POSSIBLE FOR THE LATIN AMERICAN STUDENT WITHOUT SIGNIFICANT RISK TO PHYSICS ACHIEVEMENT GRADES. TOTAL AND VERBAL SCORES ON ENTRANCE TESTS WERE GOOD PREDICTORS OF SUCCESS IN PHYSICS. (CC)

ACCESSION NUMBER: ED083310

TITLE: CROSS CULTURAL ATTITUDE INVENTORY AND TEST MANUAL.

PERSONAL AUTHOR: JACKSON, STEVE; KLINGER, RON

DESCRIPTOR: ANGLO AMERICANS; *ATTITUDE TESTS; *CULTURAL FACTORS; ELEMENTARY SCHOOL STUDENTS; ETHNIC GROUPS; *LANGUAGE ROLE; MANUALS; MEXICAN AMERICANS; PRESCHOOL TESTS; SCORING; SECONDARY SCHOOL STUDENTS; *STUDENT TESTING; *TEST CONSTRUCTION; TESTS

IDENTIFIER: *CROSS CULTURAL ATTITUDE INVENTORY

DESCRIPTIVE NOTE: 64P.

THE CROSS-CULTURAL ATTITUDE INVENTORY PROVIDES A MEANS FOR MEASURING THE DEGREE OF POSITIVE OR NEGATIVE FEELING WHICH MEXICAN-AMERICAN AND ANGLE STUDENTS (AGES 3 TO 18) HAVE FOR THE TWO CULTURES. PRESENT TEST VALIDITY IS BASED ON FACE VALIDITY AND THE RATIONALE BEHIND THE ITEM SELECTION AND CONSTRUCTION PROCEDURES. THE INVENTORY ALSO PROVIDES A SPRINGBOARD FROM WHICH OTHER IDEAS MAY COME. THE INVENTORY IS COMPRISED OF 24 TEST ITEMS THAT RELATE TO LANGUAGE, FACIAL CHARACTERISTICS, FOODS, GAMES, CLOTHING, SPORTS, AND FLAGS. THE USE OF FIVE FACES BENEATH EACH ITEM SEEMS TO WORK WELL WITH CHILDREN IN A WIDE RANGE OF AGE, SEX, AND ETHNIC CATEGORIES. THE TEST PROVIDES A SCORE BASED ON AN EQUAL NUMBER OF ITEMS REPRESENTATIVE OF EACH CULTURE. IT IS A RELATIVELY QUICK INSTRUMENT TO ADMINISTER (20-30 MINUTES), AND IS EASY FOR BOTH TEST ADMINISTRATOR AND SUBJECTS TO UNDERSTAND. THE AGE RANGE OF SUBJECTS WHO CAN BE EXPECTED TO UNDERSTAND AND RELATE TO THE TEST IS FROM 3 TO 12 YEARS, ALTHOUGH OLDER SUBJECTS HAVE BEEN USED; THE TEST SHOULD BE ADMINISTERED INDIVIDUALLY TO THOSE OF JUNIOR-HIGH AGE OR OLDER. ADMINISTRATION OF THE TEST IS DISCUSSED AS TO TIME CONSIDERATIONS, PHYSICAL FACILITIES, MATERIALS, LANGUAGE CONSIDERATIONS, SPECIAL CONSIDERATIONS BY AGE GROUP, AND INSTRUCTIONS TO STUDENTS (AGES 3 THROUGH 8 AND AGES 9 AND ABOVE) AND TERMS TO BE USED FOR TEST ITEMS. THE TEST IS SCORED BY ASSIGNING A VALUE OF 1 TO 5. A COPY OF THE TEST DATA RECORDING FORM IS PROVIDED. (AUTHOR/DB)

ACCESSION NUMBER: ED083853

PUBLICATION DATE: 72

TITLE: TECNOLOGIA EDUCATIVA: LENGUA NACIONAL 1. GUIONES DIDACTICOS PARA EL PROFESOR (EDUCATIONAL TECHNOLOGY: NATIONAL LANGUAGE 1. TEACHER'S GUIDE).

PERSONAL AUTHOR: PENICHE LEGER, MARIA ELENA

DESCRIPTOR: BEGINNING READING; *BILINGUAL EDUCATION; DEVELOPMENTAL READING; EARLY READING; LANGUAGE ARTS; *MEXICAN AMERICANS; READING; *READING MATERIALS; READING PROGRAMS; *SPANISH; SPANISH SPEAKING; STORY READING; *TEACHING GUIDES

DESCRIPTIVE NOTE: 210P.; IN SPANISH

THIS IS THE FIRST IN A SERIES OF SIX TEACHER'S GUIDES DESIGNED TO ACCOMPANY THE SENDA TEXTBOOKS (FL 004 047 THROUGH 004 052). IT CONTAINS INSTRUCTIONS FOR PRESENTING THE LESSONS AND FOR HANDLING THE INDIVIDUAL NEEDS OF THE PUPILS. (AUTHOR/SK)

AVAILABILITY: SANTILLANA PUBLISHING CO., DISTRIBUTION CENTER, 295 EVANSTON DRIVE, HIGHTSTOWN, N. J. 08520 ($3.50)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED083854

PUBLICATION DATE: 72

TITLE: TECNOLOGIA EDUCATIVA: LENGUA NACIONAL 2. GUIONES DIDACTICOS PARA EL PROFESOR (EDUCATIONAL TECHNOLOGY: NATIONAL LANGUAGE 2. TEACHER'S GUIDE).

PERSONAL AUTHOR: PENICHE LEGER, MARIA ELENA

DESCRIPTOR: BEGINNING READING; *BILINGUAL EDUCATION; DEVELOPMENTAL READING; EARLY READING; LANGUAGE ARTS; *MEXICAN AMERICANS; READING; *READING MATERIALS; READING PROGRAMS; *SPANISH; SPANISH SPEAKING; STORY READING; *TEACHING GUIDES

DESCRIPTIVE NOTE: 144P.; IN SPANISH

THIS IS THE SECOND IN A SERIES OF SIX TEACHER'S GUIDES DESIGNED TO ACCOMPANY THE SENDA TEXTBOOKS (FL 004 047 THROUGH 004 052). IT CONTAINS INSTRUCTIONS FOR PRESENTING THE LESSONS AND FOR HANDLING THE INDIVIDUAL NEEDS OF THE PUPILS. (AUTHOR/SK)

AVAILABILITY: SANTILLANA PUBLISHING CO., DISTRIBUTION CENTER, 295 EVANSTON DRIVE, HIGHTSTOWN, N. J. 08520 ($3.50)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED083855

PUBLICATION DATE: 72

TITLE: TECHNOLOGIA EDUCATIVA: LENGUA NACIONAL 3. GUIONES DIDACTICOS PARA EL PROFESOR (EDUCATIONAL TECHNOLOGY: NATIONAL LANGUAGE 3. TEACHER'S GUIDE).

PERSONAL AUTHOR: PENICHE LEGER, MARIA ELENA

DESCRIPTOR: BEGINNING READING; *BILINGUAL EDUCATION; DEVELOPMENTAL READING; EARLY READING; LANGUAGE ARTS; *MEXICAN AMERICANS; READING; *READING MATERIALS; READING PROGRAMS; *SPANISH; SPANISH SPEAKING; STORY READING; *TEACHING GUIDES

DESCRIPTIVE NOTE: 144P.; IN SPANISH

THIS IS THE THIRD IN A SERIES OF SIX TEACHER'S GUIDES DESIGNED TO ACCOMPANY THE SENDA TEXTBOOKS (FL 004 047 THROUGH 004 052). IT CONTAINS INSTRUCTIONS FOR PRESENTING THE LESSONS AND FOR HANDLING THE INDIVIDUAL NEEDS OF THE PUPILS. (AUTHOR/SK)

AVAILABILITY: SANTILLANA PUBLISHING CO., DISTRIBUTION CENTER, 295 EVANSTON DRIVE, HIGHTSTOWN, N. J. 08520 ($3.50)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED083856

PUBLICATION DATE: 72

TITLE: TECNOLOGIA EDUCATIVA: LENGUA NACIONAL 4. GUIONES DIDACTICOS PARA EL PROFESOR (EDUCATIONAL TECHNOLOGY: NATIONAL LANGUAGE 4. TEACHER'S GUIDE).

PERSONAL AUTHOR: PENICHE LEGER, MARIA ELENA

DESCRIPTOR: BEGINNING READING; *BILINGUAL EDUCATION; DEVELOPMENTAL READING; EARLY READING; LANGUAGE ARTS; *MEXICAN AMERICANS; READING; *READING MATERIALS; READING PROGRAMS; *SPANISH; SPANISH SPEAKING; STORY READING; *TEACHING GUIDES

DESCRIPTIVE NOTE: 144P.; IN SPANISH

THIS IS THE FOURTH IN A SERIES OF SIX TEACHER'S GUIDES DESIGNED TO ACCOMPANY THE SENDA TEXTBOOKS (FL 004 047 THROUGH 004 052). IT CONTAINS INSTRUCTIONS FOR PRESENTING THE LESSONS AND FOR HANDLING THE INDIVIDUAL NEEDS OF THE PUPILS. (AUTHOR/SK)

AVAILABILITY: SANTILLANA PUBLISHING CO., DISTRIBUTION CENTER, 295 EVANSTON DRIVE, HIGHTSTOWN, N. J. 08520 ($3.50)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED083857

BEST COPY AVAILABLE

PUBLICATION DATE: 72

TITLE: TECNOLOGIA EDUCATIVA: LENGUA NACIONAL 5. GUIONES DIDACTICOS PARA EL PROFESOR (EDUCATIONAL TECHNOLOGY: NATIONAL LANGUAGE 5. TEACHER'S GUIDE).

PERSONAL AUTHOR: PENICHE LEGER, MARIA ELENA

DESCRIPTOR: BEGINNING READING; *BILINGUAL EDUCATION; DEVELOPMENTAL READING; EARLY READING; LANGUAGE ARTS; *MEXICAN AMERICANS; READING; *READING MATERIALS; READING PROGRAMS; *SPANISH; SPANISH SPEAKING; STORY READING; *TEACHING GUIDES

DESCRIPTIVE NOTE: 145P.; IN SPANISH

THIS IS THE FIFTH IN A SERIES OF SIX TEACHER'S GUIDES DESIGNED TO ACCOMPANY THE SENDA TEXTBOOKS (FL 004 047 THROUGH 004 052). IT CONTAINS INSTRUCTIONS FOR PRESENTING THE LESSONS AND FOR HANDLING THE INDIVIDUAL NEEDS OF THE PUPILS. (AUTHOR/SK)

AVAILABILITY: SANTILLANA PUBLISHING CO., DISTRIBUTION CENTER, 295 EVANSTON DRIVE, HIGHTSTOWN, N. J. 08520 ($3.50)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED083858

BEST COPY AVAILABLE

PUBLICATION DATE: 72

TITLE: TECNOLOGIA EDUCATIVA: LENGUA NACIONAL 6. GUIONES DIDACTICOS PARA EL PROFESOR (EDUCATIONAL TECHNOLOGY: NATIONAL LANGUAGE 6. TEACHER'S GUIDE).

PERSONAL AUTHOR: PENICHE LEGER, MARIA ELENA

DESCRIPTOR: BEGINNING READING; *BILINGUAL EDUCATION; DEVELOPMENTAL READING; EARLY READING; LANGUAGE ARTS; *MEXICAN AMERICANS; READING; *READING MATERIALS; READING PROGRAMS; *SPANISH; SPANISH SPEAKING; STORY READING; *TEACHING GUIDES

DESCRIPTIVE NOTE: 144P.; IN SPANISH

THIS IS THE SIXTH IN A SERIES OF SIX TEACHER'S GUIDES DESIGNED TO ACCOMPANY THE SENDA TEXTBOOKS (FL 004 047 THROUGH 004 052). IT CONTAINS INSTRUCTIONS FOR PRESENTING THE LESSONS AND FOR HANDLING THE INDIVIDUAL NEEDS OF THE PUPILS. (AUTHOR/SK)

AVAILABILITY: SANTILLANA PUBLISHING CO., DISTRIBUTION CENTER, 295 EVANSTON DRIVE, HIGHTSTOWN, N. J. 08520 ($3.50)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED083866

PUBLICATION DATE: OCT 71

TITLE: TEACHING SPANISH READING TO THE SPANISH DOMINANT CHILD.

PERSONAL AUTHOR: MICHEL, JOSEPH

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *BILINGUALISM; EARLY READING; LANGUAGE ABILITY; LEARNING READINESS; MINORITY GROUPS; MOTIVATION; *READING ABILITY; READING ACHIEVEMENT; READING COMPREHENSION; READING DEVELOPMENT; READING DIAGNOSIS; READING LEVEL; *READING READINESS; READING SKILLS; *SPANISH; *SPANISH SPEAKING

DESCRIPTIVE NOTE: 21P.

THIS PAPER MAKES THE FOLLOWING POINTS CONCERNING THE TEACHING OF SPANISH READING TO THE SPANISH DOMINANT CHILD: (1) ENCOURAGE PARENTS TO BEGIN TEACHING THEIR CHILDREN TO READ AS EARLY AS POSSIBLE, (2) TEACH READING FIRST IN THE MOTHER TONGUE OF THE CHILD, THE LANGUAGE THE CHILD KNOWS BEST, (3) ISOLATE AND SOLVE THE DIFFICULTIES THE CHILD FINDS MOST TROUBLESOME, (4) VARY THE KINDS OF READING MATERIALS, (5) MAINTAIN A HIGH LEVEL OF INTEREST, (6) CHOOSE CHALLENGING SELECTIONS, AND (7) ENCOURAGE AS MUCH INDIVIDUAL READING AS POSSIBLE. (AUTHOR/SK)

ACCESSION NUMBER: ED083941

PUBLICATION DATE: OCT 73

TITLE: FOUR MINORITIES AND THE PH.D.: FORD FOUNDATION GRADUATE FELLOWSHIPS FOR BLACKS, CHICANOS, PUERTO RICANS, AND AMERICAN INDIANS.

DESCRIPTOR: AMERICAN INDIANS; *DOCTORAL DEGREES; *DOCTORAL PROGRAMS; *FELLOWSHIPS; *HIGHER EDUCATION; MEXICAN AMERICANS; *MINORITY GROUPS; NEGROES; PUERTO RICANS

IDENTIFIER: *FORD FOUNDATION

DESCRIPTIVE NOTE: 23P.

THIS DOCUMENT REPORTS THE STATUS OF FOUR MINORITY GROUPS AND THE AVAILABILITY OF FORD FOUNDATION GRADUATE FELLOWSHIPS FOR THE PH.D. CANDIDATE. THE FOUR MINORITY GROUPS INCLUDE BLACKS, CHICANOS, PUERTO RICANS, AND AMERICAN INDIANS. EMPHASIS IS PLACED ON THE BACKGROUND OF MINORITIES AND GRADUATE DEGREES, OPENINGS TO OPPORTUNITY, ADVANCED STUDY FELLOWSHIPS, AND DOCTORAL FELLOWSHIPS. BRIEF PROFILES OF SEVEN MEMBERS OF MINORITY GROUPS WHO HAVE TAKEN ADVANTAGE OF THE FOUNDATION OPPORTUNITIES ARE INCLUDED. (MJM)

ACCESSION NUMBER: ED084061

PUBLICATION DATE: 22 MAR 73

TITLE: MEXICAN AMERICAN IDENTITY - A MULTI-CULTURAL LEGACY.

PERSONAL AUTHOR: STODDARD, ELLWYN R.

DESCRIPTOR: ACTIVISM; *AMERICAN HISTORY; AMERICAN INDIANS; ANGLO AMERICANS; CIVIL RIGHTS; *CULTURAL DIFFERENCES; *CULTURAL PLURALISM; ETHNOLOGY; *MEXICAN AMERICANS; MEXICANS; *SELF CONCEPT; SOCIAL DISCRIMINATION; SOCIAL VALUES; SPANISH AMERICANS

DESCRIPTIVE NOTE: 65P.; PAPER PRESENTED AT THE SOUTHWESTERN SOCIOLOGICAL ASSOCIATION ANNUAL MEETING, DALLAS, TEXAS, MARCH 22, 1973

INVESTIGATING THE BACKGROUND OF MEXICAN AMERICAN IDENTIFY, THE DOCUMENT DETERMINED THAT THIS IDENTITY IS A DYNAMIC IMAGE EMERGING FROM A CONTINUOUS PROCESS OF HUMAN DEVELOPMENT IN WHICH THE GENETIC AND CULTURAL VARIATIONS FROM EUROPEAN AND INDIGENOUS PEOPLES ARE COMBINED WITHIN A COMPLEX HISTORICAL SITUATION. THE COMBINATION INCLUDES: (1) THE "1848 (ANGLO)" IMAGE--A RACE OF CONQUERED PEOPLE ALLOWED TO BECOME U.S. CITIZENS IF AND WHEN THEY LEARN TO BECOME WASP MIDDLE CLASS AMERICANS; (2) "SPANISH" ANCESTRY--AN IMAGE WHICH IDENTIFIES WITH LIGHTER SKINNED EUROPEANS; (3) "LA RAZA"--A GLORIFICATION OF THE "MESTIZO" - THE RACIAL HYBRID OF CAUCASIAN AND INDIGENOUS PEOPLES; (4) "INDIAN" ANCESTRY--MEXICAN AMERICANS WHO WITH TO THROW OFF THE RACIST STIGMA OF A DARK SKIN AND WHO OVERTLY CLAIM INDIAN ANCESTRY; (5) "1848 (MEXICAN)" IMAGE--REVISED FROM THE ANGLO VERSION, BUT ACCEPTING THE MEXICAN WAR PERIOD AS THE BEGINNING OF THEIR IDENTITY TODAY; (6) "CHICANO"--A MILITANT, SELF-IMPOSED LABEL ADVOCATING SELF-DETERMINATION AND INDEPENDENCE FROM ANGLO EVALUATION; AND (7) "CHILDREN OF AZTLAN"--AN IDEALISTIC ORIENTATION WITHIN THE OVERALL CHICANO MOVEMENT WHICH HAS ATTACHED ITS IDENTITY TO PRE-AZTEC TRADITIONS. (KM)

ACCESSION NUMBER: ED084066

PUBLICATION DATE: 73

TITLE: THE CHICANO ALMANAC.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *COMMUNITY CHARACTERISTICS; COUNTY OFFICIALS; *COUNTY SCHOOL SYSTEMS; DISEASES; ENROLLMENT; HEALTH; INCOME; LABOR FORCE; *MEXICAN AMERICANS; *POPULATION TRENDS; RURAL POPULATION; *STATISTICAL DATA; VOTER REGISTRATION

IDENTIFIER: *TEXAS

DESCRIPTIVE NOTE: 242P.

IN THIS ALMANAC, GENERAL INFORMATION IS GIVEN ABOUT THE 67 TEXAS COUNTIES WITH THE HIGHEST CHICANO CONCENTRATIONS. THE COUNTIES ARE LISTED ALPHABETICALLY. STATISTICAL INFORMATION FOR EACH COUNTY PERTAINS TO BUSINESS, AGRICULTURE, MINERAL RESOURCES, GEOGRAPHY, ECONOMY, POPULATION CHARACTERISTICS, THE COUNTY SEAT, MOST COMMON DISEASES, WORKFORCE, VOTERS, COUNTY OFFICIALS, OTHER TOWNS IN THE COUNTY, EDUCATION, AND COUNTY INCOME CHARACTERISTICS. THE EDUCATIONAL SYSTEMS IN EACH COUNTY ARE LISTED BY SCHOOL DISTRICT. THE LIST INCLUDES THE OFFICIAL TITLE, ADDRESS, AND TELEPHONE OF THE SUPERINTENDENT'S OFFICE; AVERAGE DAILY ATTENDANCE; ASSESSED VALUATION; TAX RATE; AND ACCREDITATION STATUS. THE INFORMATION IN THIS ALMANAC WAS OBTAINED FROM SUCH SOURCES AS: THE U.S. CENSUS; SELECTED DEMOGRAPHIC CHARACTERISTICS FROM CENSUS DATA, FOURTH COUNT; DISEASES: TEXAS STATE DEPARTMENT OF HEALTH; WORK FORCE ESTIMATE FOR NONMETROPOLITAN COUNTIES IN TEXAS FOR APRIL, 1972; TEXAS VOTER REGISTRATION FINAL REPORTS (COUNTIES) FOR 1972 AND 1973; COUNTY DIRECTORY (1973-74), OFFICIAL PUBLICATION OF THE COUNTY JUDGES AND COMMISSIONER'S ASSOCIATION OF TEXAS; CENSUS OF POPULATION--GENERAL SOCIAL AND ECONOMIC CHARACTERISTICS FOR THE STATE OF TEXAS (1970); AND THE PUBLIC SCHOOL DIRECTORY, 1972-73. (NQ)

AVAILABILITY: TEXAS INSTITUTE FOR EDUCATIONAL DEVELOPMENT, 311 NORTH ZARZAMORA, SAN ANTONIO, TEXAS 78207 ($2.50)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED084073

PUBLICATION DATE: 73

TITLE: BILINGUAL BICULTURAL EDUCATION FOR CHICANOS IN THE SOUTHWEST.

PERSONAL AUTHOR: TRUEBA, HENRY T.

DESCRIPTOR: *ATTITUDES; *BICULTURALISM; *BILINGUAL EDUCATION; CULTURAL BACKGROUND; EDUCATIONAL PHILOSOPHY; *MEXICAN AMERICANS; *PROGRAM ATTITUDES

IDENTIFIER: *SOUTHWEST

DESCRIPTIVE NOTE: 13P.

THE UNITED STATES OFFICE OF EDUCATION DEFINES BILINGUAL BICULTURAL (B/B) EDUCATION AS THE USE OF 2 LANGUAGES (ONE OF WHICH IS ENGLISH) IN A WELL-ORGANIZED PROGRAM WHICH WOULD INCLUDE THE HISTORY AND CULTURE ASSOCIATED WITH THE STUDENT'S NATIVE LANGUAGE. IN THIS PAPER, SOME CHICANO PERCEPTIONS OF SOUTHWESTERN B/B EDUCATION ARE REVIEWED. BILINGUAL BICULTURAL EDUCATION IS VIEWED IN THE FRAMEWORK OF THE CHICANO'S CULTURAL EXPERIENCES; THE DIFFERENT EDUCATIONAL PHILOSOPHIES REFLECTED BY CHICANO EDUCATORS; AND THE EXPECTATIONS OF CHICANO EDUCATORS. LIFE HISTORIES OF 15 CHICANO TEACHERS AND THEIR RELATIVES AND INTERVIEWS WITH 40 OF THE 125 B/B TEACHERS TRAINED IN THE MEXICAN AMERICAN EDUCATION PROJECT AT CALIFORNIA STATE UNIVERSITY (SACRAMENTO) DURING THE LAST 5 YEARS WERE USED. THE TOPICS DISCUSSED INCLUDE: THE SOCIOCULTURAL EXPERIENCE OF THE CHICANO; TYPES, SCOPE, AND IMPACT OF B/B EDUCATION; THE NEW B/B EDUCATION PROGRAM IN THE PLANNING STAGE; THE LEGITIMACY AND ACCEPTABILITY OF B/B EDUCATION; AND UNRESOLVED PROBLEMS OF B/B EDUCATION FOR CHICANOS. THE VIEWS OF THE TEACHERS WHO PARTICIPATED IN THE MEXICAN AMERICAN EDUCATION PROJECT DURING 1971-73 ARE SUMMARIZED. (NQ)

ACCESSION NUMBER: ED084248

PUBLICATION DATE: NOV 71

TITLE: COMMUNITY COMPONENTS IN TEACHER EDUCATION.

PERSONAL AUTHOR: HUGHES, MARIE M.

DESCRIPTOR: *CHILD DEVELOPMENT; *COMMUNITY INFLUENCE; COMMUNITY INVOLVEMENT; EARLY CHILDHOOD EDUCATION; ENVIRONMENTAL INFLUENCES; *MEXICAN AMERICANS; *SPANISH AMERICANS; SPANISH CULTURE; *TEACHER EDUCATION; TEACHING EXPERIENCE

IDENTIFIER: TTT PROJECT

DESCRIPTIVE NOTE: 8P.

THIS DOCUMENT IS ORGANIZED AROUND FIVE BROAD PURPOSES OF THE COMMUNITY COMPONENT OF THE TTT PROJECT IN EARLY EDUCATION WITH SUGGESTED ACTIVITIES FOR THEIR ATTAINMENT. THE FIVE PURPOSES ARE AS FOLLOWS: A) DEVELOPING UNDERSTANDING AND EMPATHY FOR THE SPANISH-SPEAKING SPANISH AMERICAN AND MEXICAN AMERICAN; B) IDENTIFYING THE SALIENT ENVIRONMENTAL FACTORS IMPINGING UPON THE YOUNG; C) UNDERSTANDING THE PAST HISTORY AND CULTURE OF THOSE WITH SPANISH-AMERICAN AND MEXICAN-AMERICAN BACKGROUNDS, THEIR PRESENT-DAY ATTITUDES, BELIEFS, AND ASPIRATIONS, AND THEIR EFFORTS TO REALIZE THOSE ASPIRATIONS; D) ACQUIRING THE TOOLS OF COMMUNITY ANALYSIS; AND E) BUILDING WITH THE COMMUNITY A MORE VIABLE SCHOOL CURRICULUM. THESE FIVE PURPOSES ARE DESCRIBED IN DETAIL. ALSO, FROM THESE FIVE PURPOSES ARE DRAWN BEHAVIORAL OBJECTIVES WITH ANALYSIS OF HOW THEY ARE ACHIEVED. THE MAIN THESIS PRESENTED IS THAT EMPATHY AND UNDERSTANDING, WHICH LEAD TO BEHAVIOR CHANGE, ARE BEST ACQUIRED THROUGH FIRST-HAND CONTACT WITH PEOPLE ONE CAN KNOW, WORK WITH OVERTIME, AND LEARN TO CARE ABOUT; THE SECOND STEM OF THE MAIN THESIS IS THAT WE ARE WORKING WITH YOUNG CHILDREN AND THAT ALL YOUNG CHILDREN SHARE SOME NEEDS IN COMMON. (JA)

230

ACCESSION NUMBER: ED084909

PUBLICATION DATE: 73

TITLE: STRATEGIES FOR ASSESSING INTELLECTUAL PATTERNS IN BLACK, ANGLO, AND MEXICAN-AMERICAN BOYS--OR ANY OTHER CHILDREN--AND IMPLICATIONS FOR EDUCATION.

PERSONAL AUTHOR: MEEKER, MARY; MEEKER, ROBERT

DESCRIPTOR: ANGLO AMERICANS; APTITUDE TESTS; COGNITIVE TESTS; CULTURAL FACTORS; CULTURE FREE TESTS; *EDUCATIONAL TESTING; *GROUP INTELLIGENCE TESTS; INTELLIGENCE QUOTIENT; *INTELLIGENCE TESTS; MEXICAN AMERICANS; *MINORITY GROUP CHILDREN; NEGRO YOUTH; PROGNOSTIC TESTS; SPANISH SPEAKING; STUDENT TESTING; *TEST BIAS; TEST CONSTRUCTION; TEST INTERPRETATION; TEST RELIABILITY; TEST VALIDITY

IDENTIFIER: *STANFORD BINET INTELLIGENCE TEST

DESCRIPTIVE NOTE: 32P.

IN THIS ANALYSIS OF INTELLIGENCE TESTING OF MINORITY GROUP CHILDREN, THE IMPLICATIONS OF INADEQUATE TESTING PRACTICES ARE DISCUSSED. SEVERAL ASPECTS OF TEST DESIGN ARE EXAMINED: DEFICIENCIES IN INTELLIGENCE TESTING, CULTURAL BIAS, CONSTRUCT VALIDITY, AND DIAGNOSTIC UTILITY. A SAMPLE SET OF RESULTS DERIVED FROM A STANFORD-BINET TEST ADMINISTERED TO 257 RESPONDENTS IS EXAMINED: STATISTICAL DATA ARE INCLUDED. THE AUTHOR CONCLUDES THAT "INVESTIGATIONS OF CULTURAL BIASES IN INTELLIGENCE TESTING HAVE ESTABLISHED THE FACT THAT THE MOST WIDELY USED TEST PROCEDURES ARE 'PENALIZING' FOR NON-ANGLO, LOWER SOCIOECONOMIC GROUPS." TEACHERS ARE CAUTIONED OF THE DANGERS IN USING GROUP-TEST RESULTS TO PLAN ACADEMIC PROGRAMS GEARED TO INDIVIDUAL NEEDS. (RL)

ACCESSION NUMBER: ED085120

PUBLICATION DATE: 73

TITLE: MEXICAN-AMERICAN BIBLIOGRAPHY. BILINGUAL BICULTURAL EDUCATION.

PERSONAL AUTHOR: TRUEBA, HENRY T.

DESCRIPTOR: *BIBLIOGRAPHIES; *BICULTURALISM; *BILINGUAL EDUCATION; CULTURAL BACKGROUND; ECONOMICS; ENGLISH (SECOND LANGUAGE); HISTORY; LANGUAGE DEVELOPMENT; LINGUISTICS; MENTAL HEALTH; *MEXICAN AMERICANS; PUBLICATIONS; RURAL POPULATION; *SOCIAL SCIENCES; SOCIOLOGY; SPANISH SPEAKING

DESCRIPTIVE NOTE: 26P.

THREE HUNDRED AND SIX BOOKS AND ARTICLES PUBLISHED BETWEEN 1919 AND 1973 ARE LISTED IN THIS BIBLIOGRAPHY COVERING MEXICAN AMERICANS AND BILINGUAL BICULTURAL EDUCATION. IT IS DIVIDED INTO 3 MAJOR SECTIONS: (1) SOCIAL SCIENCES, (2) EDUCATION, AND (3) BIBLIOGRAPHIES. THE WORKS DEAL WITH HISTORY, SOCIOLOGY, ANTHROPOLOGY, ECONOMICS, LINGUISTICS, POLITICAL SCIENCE, LAW, MENTAL HEALTH, EDUCATIONAL PSYCHOLOGY, METHODOLOGY, TEACHING ENGLISH AS A SECOND LANGUAGE, AND MODERN LANGUAGE TEACHING. EACH SECTION IS ARRANGED ALPHABETICALLY ACCORDING TO THE AUTHOR OR INSTITUTION. (NQ)

ACCESSION NUMBER: ED085122

PUBLICATION DATE: MAY 73

TITLE: RESPONSIVE ENVIRONMENT PROGRAM FOR SPANISH AMERICAN CHILDREN (REPSAC). FINAL EVALUATION REPORT, 1972-73.

PERSONAL AUTHOR: ASKINS, BILLY E.; AND OTHERS

DESCRIPTOR: *ACADEMICALLY HANDICAPPED; ANALYSIS OF COVARIANCE; COMMUNITY INVOLVEMENT; ENGLISH (SECOND LANGUAGE); *HANDICAPPED CHILDREN; LANGUAGE DEVELOPMENT; *PARENT PARTICIPATION; PERCEPTUAL DEVELOPMENT; *PROGRAM EVALUATION; *SPANISH AMERICANS; SPANISH SPEAKING; TABLES (DATA)

IDENTIFIER: *CLOVIS; NEW MEXICO

DESCRIPTIVE NOTE: 103P.

THE MAJOR GOALS OF THE RESPONSIVE ENVIRONMENT PROGRAM FOR SPANISH AMERICAN CHILDREN (REPSAC) ARE EARLY INTERVENTION TO PREVENT PLACEMENT OF SPANISH AMERICAN CHILDREN IN SPECIAL EDUCATION CLASSES, PROVISION OF MEDIA AND LEARNING ACTIVITIES WHICH ENHANCE AND DEVELOP A FAVORABLE SELF-CONCEPT AND ATTITUDE TOWARD HIS OWN AND OTHER CULTURAL GROUPS, AND FORMULATION OF ACTIVITIES THAT INCREASE PARENTAL INTEREST AND INVOLVEMENT IN THE PROGRAM AND IN THEIR CHILD'S EDUCATION. DURING 1972-73, 30 THREE-, FOUR- AND FIVE-YEAR OLD LOW BIRTH WEIGHT SPANISH AMERICAN CHILDREN WHO REFLECTED SUCH HANDICAPS AS PHYSICAL DIFFICULTIES, LEARNING APTITUDE, PERCEPTUAL AND MOTOR PROBLEMS, LANGUAGE PROBLEMS, AND ECONOMIC, CULTURAL, AND EDUCATIONAL DEPRIVATION PARTICIPATED IN REPSAC AT CLOVIS, NEW MEXICO. THE 1972-73 EVALUATION EXAMINED THE PROGRAM'S 3 COMPONENTS: INSTRUCTION, STAFF DEVELOPMENT, AND COMMUNITY-PARENT INVOLVEMENT. THE EVALUATION DESIGN CONSISTED OF COMPARING REPSAC STUDENTS WITH A SIMILAR GROUP OF CHILDREN NOT IN THE PROGRAM FOR LEARNING APTITUDE, ENGLISH AND SPANISH LANGUAGE DEVELOPMENT, AND SENSORY, PERCEPTUAL, SPEECH, AND PSYCHOMOTOR DEVELOPMENT USING A PRETEST, POSTTEST, AND 2-GROUP ANALYSIS OF COVARIANCE; OBSERVATIONS; AND INTERVIEWS. AMONG THE MAJOR FINDINGS WAS THAT REPSAC STUDENTS MADE SIGNIFICANT GAINS IN SPANISH LANGUAGE DEVELOPMENT AND SPEECH DEVELOPMENT. (NQ)

ACCESSION NUMBER: ED085128

PUBLICATION DATE: 73

TITLE: GHOSTS IN THE BARRIO. ISSUES IN BILINGUAL-BICULTURAL EDUCATION.

PERSONAL AUTHOR: PABLANO, RALPH (RAFA)

DESCRIPTOR: *BICULTURALISM; *BILINGUAL EDUCATION; *CULTURAL BACKGROUND; DEFINITIONS; EDUCATIONAL PROBLEMS; EMPLOYMENT; *ESSAYS; HIGHER EDUCATION; *MEXICAN AMERICANS; MINORITY GROUPS; POLITICAL ATTITUDES; STEREOTYPES; TEACHER EDUCATION

DESCRIPTIVE NOTE: 374P.

THE BOOK IS A COLLECTION OF ESSAYS ON ISSUES IN BILINGUAL-BICULTURAL EDUCATION BY CHICANO EDUCATORS. SOME OF THE ESSAYS ARE BASED ON PERSONAL EXPERIENCE WHILE OTHERS ARE THE RESULT OF INTENSE RESEARCH. FULL DOCUMENTATION IS GIVEN FOR RESEARCH. THE ESSAYS ARE CRITICAL YET ANALYTICAL. THEY DO NOT PRESENT A SINGLE POINT OF VIEW BUT RATHER GIVE AN EDUCATIONAL-POLITICAL SPECTRUM RANGING FROM LEFT TO RIGHT. THE READINGS ARE AIMED AT INDIVIDUALS (CHICANO AND NON-CHICANO) WHO COME IN CONTACT WITH THE CHICANO STUDENTS OR WHO ARE INTERESTED IN CHICANO LANGUAGE, CULTURE, GOALS, AND ASPIRATIONS. THEY ARE DIVIDED INTO 9 SECTIONS: (1) FOUR CRITICAL OBSERVATIONS OF THE ANGLO ESTABLISHMENT BY CHICANO EDUCATORS; (2) ATTRIBUTES AND QUALITIES OF BEING A CHICANO: STEREOTYPES AND DEFINITIONS; (3) EMPLOYMENT DATA: TRAINING CONSIDERATIONS FOR PUBLIC EDUCATION AND THE CHICANO; (4) CHICANOS AND THE POLITICAL PROCESS; (5) SOME CONCEPTUAL AND THEORETICAL FRAMEWORKS FROM WHICH TO VIEW PROBLEMS IN EDUCATION; (6) SUBJECT MATTER AND INSTRUCTIONAL CONCERNS; (7) AN APPROACH TO LEARNING: BILINGUAL AND BICULTURAL EDUCATION; (8) SOME VIEWS ON TRAINING AND RETRAINING OF TEACHERS AND ADMINISTRATORS; AND (9) INSTRUCTIONAL STYLES FOR THE CLASSROOM AND THE BARRIO FROM THE PERSPECTIVE OF LA RAZA. (NQ)

AVAILABILITY: LESWING PRESS, A DIVISION OF LESWING COMMUNICATIONS, INC., 750 ADRIAN WAY, SAN RAFAEL, CA 94903 ($5.95)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED085132

PUBLICATION DATE: DEC 73

TITLE: DENTAL HEALTH CARE MODELS OF SOUTHWEST CULTURES. FINAL REPORT.

PERSONAL AUTHOR: PETTIBONE, TIMOTHY J.; SOLIS, ENRIQUE, JR.

DESCRIPTOR: AMERICAN INDIANS; ANGLO AMERICANS; *CROSS CULTURAL STUDIES; CULTURAL FACTORS; DEMOGRAPHY; *DENTAL HEALTH; MEXICAN AMERICANS; *MODELS; PSYCHOLOGICAL STUDIES; *RURAL URBAN DIFFERENCES; *SOCIAL FACTORS; STATISTICAL ANALYSIS

DESCRIPTIVE NOTE: 181P.; GRANT NO. R01 DH00211 01

THE MAJOR GOAL OF THIS RESEARCH WAS THE DEVELOPMENT AND VALIDATION OF CULTURAL MODELS OF DENTAL HEALTH PRACTICES. THE SPECIFIC OBJECTIVES WERE TO DETERMINE IF 3 CULTURAL GROUPS (AMERICAN INDIANS, MEXICAN AMERICANS, AND ANGLO AMERICANS) DIFFER IN THE DENTAL HEALTH HYGIENE INDICES, CHARACTERISTICS, PSYCHOLOGICAL FACTORS, OR SOCIAL FACTORS; TO DEVELOP EXPLANATORY MODELS OF DENTAL HEALTH PRACTICES; AND TO CROSS VALIDATE THE MODELS. TWO KINDS OF INFORMATION WERE OBTAINED--PERSONAL INTERVIEWS AND DENTAL EXAMINATIONS. DATA WERE COLLECTED DURING SPRING 1972 FOR THE FIRST YEAR PHASE AND DURING FALL 1972 AND SPRING 1973 FOR THE VALIDATION. THE INFORMATION WAS SUMMARIZED AND ANALYZED BY DESCRIPTIVE STATISTICS, ANALYSIS OF VARIANCE, AND PATH ANALYSIS. SIX SEPARATE MODELS WERE DISCUSSED AND ANALYZED. IT WAS FOUND THAT SIMILARITIES EXIST IN THE MODELS DEVELOPED ACROSS DIMENSIONS OF ETHNICITY AND RESIDENTIAL GROUPINGS, AND THAT FINANCIAL FACTORS AND "SYMPTOMATIC ORIENTATION TOWARD DENTAL CARE" WERE THE GREATEST DETERMINANTS OF DENTAL CARE BEHAVIOR. COPIES OF THE INTERVIEW QUESTIONNAIRE AND THE DENTAL EXAMINATION FORM WERE INCLUDED. (PS)

ACCESSION NUMBER: ED085133

PUBLICATION DATE: 72

TITLE: LA CAUSA CHICANA. THE MOVEMENT FOR JUSTICE.

PERSONAL AUTHOR: MANGOLD, MARGARET M., ED.

DESCRIPTOR: *ACTIVISM; COMMUNICATION PROBLEMS; COMMUNITY ROLE; CULTURE; *ESSAYS; INDIVIDUAL POWER; MASS MEDIA; *MEXICAN AMERICANS; MIGRANTS; POLITICAL ATTITUDES; RELIGION; *SOCIAL CHANGE; SOCIAL SERVICES; *SOCIAL WORK

DESCRIPTIVE NOTE: 218P.

THE INTENT OF THIS BOOK IS TO PRESENT INFORMATION ABOUT CHICANOS TO SOCIAL WORKERS AND MEMBERS OF OTHER HELPING PROFESSIONS SO THEY MAY BECOME INVOLVED IN THE MEXICAN AMERICANS' MOVEMENT TO OBTAIN FIRST-CLASS CITIZENSHIP. ARTICLES REFLECT THE PERSPECTIVES OF PERSONS WORKING IN VARIOUS SETTINGS, GEOGRAPHICAL REGIONS, AND DISCIPLINES. SOME OF THE AUTHORS ARTICULATE THEIR CONCERNS ABOUT SOCIAL CHANGE AND SERVICE, WHILE OTHERS PROVIDE PROFILES OF THE CHICANO FAMILY AND COMMUNITY. THE 17 ARTICLES COVER THE CHICANO MOVEMENT, RACISM, PSYCHOLOGICAL RESEARCH, MEDIA RELATIONS, RELIGION, SOCIAL WORK, CASEWORK SERVICES, BARRIO LIFE, INTELLIGENCE TESTING, MIGRANT WORKERS, COMMUNICATION, AND SOCIAL CHANGE. (KM)

AVAILABILITY: FAMILY SERVICE ASSOCIATION OF AMERICA, 44 EAST 23RD STREET, NEW YORK, NY 10010 ($7.50)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED085135

PUBLICATION DATE: DEC 73

TITLE: MODELING AND COGNITIVE BEHAVIOR: THE EFFECTS OF MODELING, MODES OF MODELING AND SELECTED MODEL ATTRIBUTES ON RULE-GOVERNED LANGUAGE BEHAVIOR.

PERSONAL AUTHOR: GRIESHOP, JAMES IVO

DESCRIPTOR: *ANGLO AMERICANS; *COGNITIVE PROCESSES; ELEMENTARY SCHOOL STUDENTS; ETHNIC GROUPS; GRADE 6; *LANGUAGE ARTS; *MEXICAN AMERICANS; *MODELS; STATISTICAL ANALYSIS; TABLES (DATA); VALUES

DESCRIPTIVE NOTE: 147P.; PH.D. DISSERTATION, UNIVERSITY OF NEW MEXICO, ALBUQUERQUE

THE EFFECT OF MODELING ON THE PERFORMANCE OF RULE-GOVERNED LANGUAGE BEHAVIORS OF 208 MALE AND FEMALE, ANGLO AND CHICANO, SIXTH GRADE STUDENTS IN ALBUQUERQUE, N.M. WAS EXPERIMENTALLY INVESTIGATED. EIGHT BOYS AND 8 GIRLS (4 EACH CHICANO AND ANGLO) WERE RANDOMLY ASSIGNED TO EACH OF THE 12 EXPERIMENTAL CONDITIONS AND TO THE CONTROL GROUP. THREE MODES OF MODELING WERE USED: LIVE, AUDIO-TAPED, AND WRITTEN. WITHIN EACH MODE, THE AGE AND ETHNICITY OF THE MODEL WERE MANIPULATED. THE RESULTS OF THE STUDY INDICATED THAT SIXTH GRADE STUDENTS, WITH NEITHER REINFORCEMENT NOR INSTRUCTIONS TO IMITATE, WERE ABLE TO ABSTRACT RULES GOVERNING THE USE OF MODELED SENTENCES AND SUBSEQUENTLY TO USE THOSE RULES TO GENERATE NEW SENTENCES RESPONSE TO NOVEL STIMULI. IMITATION PHASE STIMULUS PICTURES AND MODELED SENTENCES ARE INCLUDED. (PS)

ACCESSION NUMBER: ED085136

PUBLICATION DATE: JUL 71

TITLE: A COMPARATIVE STUDY OF THE ATTITUDES AND ASPIRATIONS OF BILINGUAL MEXICAN AMERICAN STUDENTS WITH MONOLINGUAL MEXICAN AMERICAN STUDENTS.

PERSONAL AUTHOR: CHURCH, VIRGINIA KLEWER

DESCRIPTOR: *ACADEMIC ASPIRATION; ACCULTURATION; *ATTITUDES; *BILINGUALISM; COUNSELORS; CULTURE; ENGLISH (SECOND LANGUAGE); FAMILY BACKGROUND; *MEXICAN AMERICANS; MONOLINGUALISM; SELF CONCEPT; *SPANISH SPEAKING; STUDENT TEACHER RELATIONSHIP

IDENTIFIER: OHIO; TOLEDO

DESCRIPTIVE NOTE: 61P.; MASTER'S THESIS, UNIVERSITY OF TOLEDO, TOLEDO, OHIO

THE TOLEDO, OHIO, STUDY OF 72 MEXICAN AMERICAN STUDENTS WAS CONDUCTED TO FIND WHETHER BILINGUALISM IS A FACTOR AFFECTING ASPIRATIONS AND ATTITUDES TOWARD SCHOOL AND THE EDUCATIONAL PROCESS, AND TO DETERMINE ATTITUDES OF MEXICAN AMERICAN STUDENTS AS A GROUP. STUDENTS WERE EQUALLY DIVIDED INTO BILINGUALS AND MONOLINGUALS, AND RESPONDED TO 3 QUESTIONNAIRES WHICH DEALT WITH ATTITUDES TOWARD BEING MEXICAN AMERICAN, EDUCATIONAL ASPIRATIONS, SCHOOL INVOLVEMENT, FAMILY BACKGROUND, ACCULTURATION, AND ATTITUDES TOWARD TEACHERS, COUNSELORS, AND SCHOOLS. DATA INDICATED THAT THERE SEEMED TO BE A STRONG RELATIONSHIP BETWEEN BILINGUALISM AND THE DEGREE OF THE STUDENT'S ACCULTURATION. IT APPEARED THAT THE GREATEST DIFFERENCE BETWEEN BILINGUALS AND MONOLINGUALS WAS HOME BACKGROUND. THERE WAS LITTLE EVIDENCE, HOWEVER, THAT BILINGUALS HAVE MORE EMOTIONAL AND SOCIAL PROBLEMS THAN MONOLINGUALS. IT WAS ALSO NOTED THAT, SINCE THIS STUDY DID NOT INCLUDE THE SOCIOECONOMIC FACTOR, RESULTS WERE INCONCLUSIVE. MAJOR RECOMMENDATIONS COVERED SPANISH AS AN ELECTIVE; TUTORIAL SERVICES; CULTURAL AWARENESS; TEACHER TRAINING AND EMPLOYMENT; PARENTAL INVOLVEMENT; AND COUNSELING SERVICES. (KM)

ACCESSION NUMBER: ED085142

PUBLICATION DATE: 73

TITLE: CHICANOS AND RURAL POVERTY. POLICY STUDIES IN EMPLOYMENT AND WELFARE NUMBER 16.

PERSONAL AUTHOR: BRIGGS, VERNON M., JR.

DESCRIPTOR: AGRICULTURAL LABORERS; *ECONOMIC DISADVANTAGEMENT; ETHNIC GROUPS; FEDERAL PROGRAMS; *LABOR MARKET; *LABOR SUPPLY; *MANPOWER UTILIZATION; *MEXICAN AMERICANS; MIGRANTS; RETRAINING; SOCIOECONOMIC STATUS; SPANISH SPEAKING

IDENTIFIER: *CHICANOS

DESCRIPTIVE NOTE: 81P.

THE TEXT DESCRIBES THE LIVES AND WELFARE OF THE CHICANOS AS AFFECTED BY DEVELOPMENT IN RURAL ECONOMY; PARTICULARLY IN THE SOUTHWEST, WHERE THEY HAVE THEIR HIGHEST POPULATION CONCENTRATION. THE STUDY DOES NOT SEEK TO PERPETUATE THE MYTH THAT CHICANOS AS A GROUP ARE TIED INTRINSICALLY TO RURAL SECTIONS; MOST ARE NOT. NONETHELESS, MANY STILL ARE, AND WILL BE FOR SOME TIME. IT DOES INVESTIGATE THEIR HIGH RATE OF RURAL POVERTY, WHICH HAS ASSUMED A CHARACTER THAT IS DISTINCTLY DIFFERENT FROM THE PLIGHT OF OTHER GROUPS AND REGIONS. THIS POLICY PAPER IS AN OUTGROWTH OF A CENTER FOR THE STUDY OF HUMAN RESOURCES PROJECT (UNIVERSITY OF TEXAS AT AUSTIN). CONTENTS INCLUDE (1) GENERAL BACKGROUND; (2) SPECIAL CONSIDERATIONS; (3) RURAL LABOR MARKET OF THE SOUTHWEST; (4) LABOR SUPPLY AND PUBLIC POLICY; (5) EFFECT OF GENERAL AGRICULTURAL EMPLOYMENT POLICIES; (6) INFLUENCE OF MANPOWER POLICY AND (7) CONCLUDING OBSERVATIONS. THE REPORT OBSERVED THAT THERE WAS AN OBVIOUS NEED FOR RETRAINING, WELFARE REFORM, AND INCOME MAINTENANCE PROGRAMS. (FF)

AVAILABILITY: JOHN HOPKINS UNIVERSITY PRESS, BALTIMORE, MD. 21218 ($1.95)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED085166

PUBLICATION DATE: 71

TITLE: CHICANOS: MEXICANS IN THE UNITED STATES. A STEPPING-STONE BOOK.

PERSONAL AUTHOR: MARTIN, PATRICIA MILES

DESCRIPTOR: AMERICAN INDIANS; BILINGUALISM; CULTURAL EXCHANGE; *CULTURE; EDUCATION; *HISTORY; IMMIGRANTS; LABOR CAMPS; *LIFE STYLE; *MEXICAN AMERICANS; *MIGRANT WORKERS; NEIGHBORHOOD; SPANISH CULTURE; SPANISH SPEAKING

DESCRIPTIVE NOTE: 64P.

WRITTEN FOR SECOND AND THIRD GRADE CHILDREN, THE BOOK GIVES AN ACCOUNT OF CHICANOS IN THE UNITED STATES. BEGINNING WITH THE MAYAS, TOLTECS, AND AZTECS, IT EXPLAINS THE HISTORY OF MEXICO, THE SPANISH CONQUEST, AND THE NORTHWARD MOVEMENT OF THE "MESTIZOS". SUBSEQUENT CHAPTERS DETAIL THE IMMIGRATION MOVEMENT ACROSS THE RIO GRANDE IN SEARCH OF WORK. MOST OF THE IMMIGRANTS AT THAT TIME BECAME MIGRANT FARM WORKERS. A DESCRIPTION OF A MIGRANT LABOR CAMP IS GIVEN, AND AN EXPLANATION OF URBAN "BARRIOS". CHICANO CULTURE, THE ADVANTAGES OF BILINGUALISM, CULTURAL DISCRIMINATION, FAMOUS CHICANOS TODAY, AND IMPORTANT CONTRIBUTIONS TO AMERICAN CULTURE ARE ALSO COVERED. (KM)

AVAILABILITY: PARENTS' MAGAZINE PRESS, A DIVISION OF PARENTS' MAGAZINE ENTERPRISES, INC., 52 VANDERBILT AVENUE, NEW YORK, N.Y. 10017 ($3.97)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED085282

PUBLICATION DATE: 72

TITLE: SOUTHWEST HISTORY. SAHUARITA HIGH SCHOOL CAREER CURRICULUM PROJECT .

PERSONAL AUTHOR: HOFFMAN, JUDY

DESCRIPTOR: *AMERICAN CULTURE; *AMERICAN INDIANS; BUSINESS; CAREER EDUCATION; COURSE OBJECTIVES; CURRICULUM GUIDES; ELECTIVE READING; ENRICHMENT ACTIVITIES; LEARNING ACTIVITIES; MEDICINE; *MEXICAN AMERICANS; READING ASSIGNMENTS; SECONDARY EDUCATION; *SOCIAL STUDIES; *UNITED STATES HISTORY; URBAN STUDIES

IDENTIFIER: ARIZONA; *SOUTHWESTERN UNITED STATES

DESCRIPTIVE NOTE: 136P.

A COURSE ON SOUTH WEST HISTORY PART OF A HIGH SCHOOL CAREER CURRICULUM PROJECT, IS OUTLINED. OBJECTIVES FOR EACH PART OF THE COURSE ARE LISTED. COURSE TITLES INCLUDE: URBAN PROBLEMS IN THE SOUTHWEST, MEXICAN AMERICANS IN THE SOUTHWEST, SOUTHWEST HISTORY, AMERICANS IN THE SOUTHWEST, INDIANS IN THE SOUTHWEST, URBAN PROBLEMS, AND HISTORY OF BUSINESS AND INDUSTRY. SEVERAL COURSE TITLES HAVE MORE THAN ONE LEARNING PACKAGE, EACH OUTLINED IN A SIMILAR FORMAT CONSISTING OF A PROBLEM STATEMENT, OBJECTIVES, REQUIRED READING MATERIALS AND ACTIVITIES, AND EXTRA READING MATERIALS AND ACTIVITIES. PACKAGES INCLUDE: THE MEXICAN-AMERICAN TODAY; MEXICAN-AMERICANS BEGIN TO BE HEARD; COWBOYS; MEDICINE; BUSINESS IN THE SOUTHWEST; ANCIENT INDIAN CULTURE; PUEBLO, HOPI, AND ZUNI; RED POWER; APACHE GROUP AND COMANCHES; MINING IN ARIZONA; INTRODUCTION TO URBAN PROBLEMS; RACE RELATIONS IN THE CITIES; PLANNING; CRIME; AND WESTERN JUSTICE. THE UNITS ON AMERICAN INDIANS CONTAIN REPRODUCTIONS OF LITERATURE, SONGS, SYMBOLS, AND INDIAN PICTURE WRITING. RELATED DOCUMENTS ARE SO 006 460 AND SO 006 461. (KSM)

ACCESSION NUMBER: ED085440

PUBLICATION DATE: AUG 73

TITLE: SOME APPROACHES TO BLACK ACADEMIC ACHIEVEMENT IN WHITE UNIVERSITIES.

PERSONAL AUTHOR: YATES, J. FRANK; AND OTHERS

DESCRIPTOR: ACADEMIC ACHIEVEMENT; ANCILLARY SERVICES; *COLLEGE INTEGRATION; COLLEGE STUDENTS; HIGHER EDUCATION; *MEXICAN AMERICANS; NEGRO EDUCATION; *NEGRO STUDENTS; PROBLEM SOLVING; PSYCHOLOGICAL NEEDS; PSYCHOLOGICAL SERVICES; *STUDENT NEEDS; *STUDENT PERSONNEL SERVICES; UNIVERSITIES

IDENTIFIER: MICHIGAN

DESCRIPTIVE NOTE: 59P.; PAPER PRESENTED AT THE NATIONAL CONVENTION OF THE ASSOCIATION OF BLACK PSYCHOLOGISTS IN DETROIT, MICH., AUGUST 1973

THIS PAPER REPORTS SEVERAL ACTIVITIES OF THE COALITION FOR THE USE OF LEARNING SKILLS (CULS), AN ACADEMIC SUPPORTIVE SERVICES PROGRAM DIRECTED TO THE NEEDS OF BLACK AND CHICANO STUDENTS AT THE UNIVERSITY OF MICHIGAN. THE CULS APPROACH ASSUMES THAT, IN ORDER TO MEET THE DEMANDS OF QUALITY EDUCATION FOR BLACK STUDENTS, THE UNIVERSITY MUST BE PREPARED TO DO CERTAIN THINGS IT NEVER DID PREVIOUSLY AND TO MODIFY SOME OF THE THINGS IT HAS ALWAYS DONE. THE UNIVERSITY, FROM THIS PERSPECTIVE, IS SEEN AS AN INSTRUMENT FOR THE SERVICE OF THE BLACK COMMUNITY (JUST AS IT IS FOR ITS WHITE CONSTITUENCIES). PRACTICALLY ANY ASPECT OF BLACK STUDENT LIFE IS FAIR GAME FOR THE ATTENTION OF CULS IF IT HAS DIRECT OR INDIRECT CONNECTIONS WITH THE STATED GOALS. THE FOCUS IS THUS UPON RELATIVELY UNIQUE APPROACHES TO SOLVING PROBLEMS EXPERIENCED UNIVERSALLY BY BLACK STUDENTS AT LARGE PREDOMINANTLY WHITE INSTITUTIONS. THE ACCOUNTS INCLUDE ANALYSES OF PROBLEM SITUATIONS, RATIONALES FOR METHODS, DESCRIPTIONS OF TECHNIQUES, AND INDICATORS OF THEIR SUCCESS OR FAILURE. THE HYPOTHESES AND CONCLUSIONS ABOUT FUNDAMENTAL PSYCHOLOGICAL ISSUES UNDERLYING BLACK HIGHER EDUCATION ARE BASED ON INCIDENTAL AND SYSTEMATIC OBSERVATIONS OF THE PROGRAM'S ACTIVITIES AS WELL AS CONTROLLED EXPERIMENTS AND SURVEYS OF STUDENTS. BECAUSE OF THE QUALITY OF THE ORIGINAL TEXT, SOME PAGES IN THE DOCUMENT ARE NOT CLEARLY LEGIBLE. (AUTHOR/JM)

ACCESSION NUMBER: ED085455

PUBLICATION DATE: SEP 72

TITLE: SPANISH HERITAGE AND INFLUENCE IN THE WESTERN HEMISPHERE.

DESCRIPTOR: *AMERICAN CULTURE; *AMERICAN HISTORY; *AUDIOVISUAL AIDS; AUDIOVISUAL CENTERS; *BIBLIOGRAPHIES; CLASSROOM MATERIALS; FILIPINO AMERICANS; INSTRUCTIONAL FILMS; INSTRUCTIONAL MATERIALS CENTERS; LATIN AMERICAN CULTURE; MEXICAN AMERICANS; MEXICANS; SPANISH; SPANISH AMERICANS; *SPANISH CULTURE

DESCRIPTIVE NOTE: 49P.

THIS IS A SELECTED BIBLIOGRAPHY OF SOME GOOD AND SOME OUTSTANDING AUDIO-VISUAL EDUCATIONAL MATERIALS IN THE LIBRARY OF THE EDUCATIONAL MATERIALS BUREAU, AUDIO-VISUAL EDUCATIONAL SECTION, THAT MAY BE CONSIDERED OF PARTICULAR INTEREST IN THE STUDY OF SPANISH HERITAGE AND INFLUENCE IN THE WESTERN HEMISPHERE. THE BIBLIOGRAPHY IS ARRANGED ALPHABETICALLY WITHIN THE FOLLOWING SUBJECT AREAS. THE TITLES DEALING WITH THE FILIPINO CULTURE ARE INCLUDED IN BOTH THIS LISTING AND THE ASIAN AND THE ASIAN-AMERICAN BIBLIOGRAPHY (UD 013 958): I. SPANISH INFLUENCES IN THE AMERICAS, HISTORY; II. AZTEC, INCA, AND MAYA CIVILIZATIONS; III. EARLY CALIFORNIA, HISTORY; IV. UNITED STATES EXPANSION AND INFLUENCE; V. THE MEXICAN-AMERICAN; VI. SPANISH SPEAKING COUNTRIES AND PEOPLES: SPAIN; THE AMERICAS (GENERAL, MEXICO, CENTRAL AMERICA, CARIBBEAN LANDS, SOUTH AMERICA); PHILIPPINE ISLANDS. VII. ART, MUSIC, CUISINE, AND RELATED TITLES. VIII. SPANISH LANGUAGE--AUDIO-VISUAL MATERIALS. THE NUMBER OF COPIES HELD OF THESE MATERIALS IS LIMITED AND MANY ARE EXCEPTIONALLY POPULAR. BOOKING IS ALWAYS ON A FIRST-COME, FIRST-SERVED BASIS AND WITHIN THE LIMITS OF THE AUDIO-VISUAL EDUCATION SECTION'S MANPOWER, DELIVERY FACILITIES, PLANT, AND AVAILABLE FUNDS. (AUTHOR/JM)

ACCESSION NUMBER: ED085730

PUBLICATION DATE: 73

TITLE: AN EXPLORATORY STUDY TO ADAPT THE LANGUAGE EXPERIENCE APPROACH TO REMEDIAL SEVENTH AND TENTH GRADE, MEXICAN-AMERICAN STUDENTS.

PERSONAL AUTHOR: CALVERT, JOHN DAVID

DESCRIPTOR: *CAUCASIAN STUDENTS; GRADE 7; GRADE 10; *LANGUAGE EXPERIENCE APPROACH; *MEXICAN AMERICANS; READING COMPREHENSION; *READING RESEARCH; READING SKILLS; REMEDIAL READING; *SECONDARY EDUCATION; SELF CONCEPT; STUDY SKILLS; WRITING SKILLS

DESCRIPTIVE NOTE: 235P.; ED.D. DISSERTATION, ARIZONA STATE UNIVERSITY

THE PURPOSE OF THIS EXPLORATION WAS TO DEVELOP AN OPERATIONAL GUIDE TO ASSIST SECONDARY TEACHERS IN ADAPTING LANGUAGE EXPERIENCE TECHNIQUES IN THEIR CLASSROOMS. AFTER LANGUAGE EXPERIENCE TECHNIQUES WERE REVIEWED AND IDENTIFIED, THEY WERE COMPILED INTO A GUIDE WHICH WAS USED IN TWO CLASSROOMS. INSERVICE TRAINING OF TEACHERS EVOLVED FROM THIS GUIDE AND WAS PROVIDED IN THREE PHASES. JUSTIFICATION OF LANGUAGE EXPERIENCE INSTRUCTION WAS ATTEMPTED THROUGH PRE- AND POST-MEASUREMENT OF READING STUDY SKILLS, WRITING, AND SELF-CONCEPT OF SAMPLED SEVENTH AND TENTH GRADE MEXICAN-AMERICAN AND ANGLO STUDENTS CLASSIFIED AS REMEDIAL READERS. RESULTS SHOWED THAT LANGUAGE EXPERIENCE AND ITS RELATED ACTIVITIES COULD BE CONSIDERED HELPFUL IN ENHANCING WRITING ACHIEVEMENT OF MEXICAN-AMERICAN STUDENTS, AND, IN GENERAL, THE READING AND STUDY SKILLS OF BOTH MEXICAN-AMERICAN AND ANGLO STUDENTS. (AUTHOR/HOD)

AVAILABILITY: UNIVERSITY MICROFILMS, A XEROX COMPANY, DISSERTATION COPIES, POST OFFICE BOX 1764, ANN ARBOR, MICHIGAN 48106 (ORDER NO. 73-18,266, MFILM $4.00, XEROGRAPHY $10.00)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED086031

PUBLICATION DATE: 73

TITLE: BILINGUALISM AND LANGUAGE DEVELOPMENT: THE EFFECT OF THE MEXICAN AMERICAN'S BILINGUALISM ON HIS ENGLISH LANGUAGE DEVELOPMENT.

PERSONAL AUTHOR: GARCIA, RICARDO LUIS

DESCRIPTOR: *BILINGUALISM; BILINGUAL STUDENTS; CULTURAL PLURALISM; *ENGLISH; LANGUAGE ABILITY; LANGUAGE DEVELOPMENT; LANGUAGE ENRICHMENT; LANGUAGE HANDICAPS; *LANGUAGE RESEARCH; *MEXICAN AMERICANS; MINORITY GROUPS; NATIVE SPEAKERS; NON ENGLISH SPEAKING; SECOND LANGUAGES; SOCIOLINGUISTICS; *SPANISH

DESCRIPTIVE NOTE: 16P.

THIS PAPER DISCUSSES THE EFFECT OF THE MEXICAN AMERICAN'S BILINGUALISM ON HIS ENGLISH LANGUAGE DEVELOPMENT. IT CITES RECENT RESEARCH REPORTS WHICH STATE THAT BILINGUALISM DOES NOT HAVE A NEGATIVE EFFECT UPON LANGUAGE DEVELOPMENT WHEN SOCIO-ENVIRONMENTAL FACTORS ARE CONTROLLED OR CONSIDERED. INVESTIGATIONS OF THE SYNTACTIC DEVELOPMENT OF CHICANO YOUNGSTERS SHOW THAT BILINGUALISM DOES NOT AFFECT THE CHICANO'S ENGLISH LANGUAGE DEVELOPMENT IN TERMS OF SYNTACTIC PATTERNING. THE PAPER CONCLUDES THAT CHICANO BILINGUALISM, PER SE, IS NOT DETRIMENTAL TO THE CHICANO'S ENGLISH LANGUAGE DEVELOPMENT. REASONS FOR THE CHICANO'S READING AND LANGUAGE DIFFICULTIES MUST BE SOUGHT ELSEWHERE, PERHAPS WITHIN A CULTURAL OR MOTIVATIONAL CONTEXT. A LIST OF REFERENCES IS INCLUDED. (SK)

ACCESSION NUMBER: ED086320

PUBLICATION DATE: MAY 73

TITLE: THE HOUSTON PARENT-CHILD DEVELOPMENT CENTER: A PARENT EDUCATION PROGRAM FOR MEXICAN-AMERICAN FAMILIES.

PERSONAL AUTHOR: JOHNSON, DALE L.; AND OTHERS

DESCRIPTOR: CHILD DEVELOPMENT; *COMPENSATORY EDUCATION PROGRAMS; FAMILY ENVIRONMENT; FAMILY INFLUENCE; *INFANTS; *MEXICAN AMERICANS; PARENT CHILD RELATIONSHIP; *PARENT EDUCATION; *PROGRAM EVALUATION

IDENTIFIER: BAYLEY SCALES OF INFANT DEVELOPMENT; CALDWELLS HOME INVENTORY; MATERNAL INTERACTION STRUCTURED SITUATION; PALMER CONCEPT FORMATION INDEX; STANFORD BINET INTELLIGENCE SCALES

DESCRIPTIVE NOTE: 19P.; PAPER PRESENTED AT THE ANNIVERSARY MEETING OF THE AMERICAN ORTHOPSYCHIATRY ASSOCIATION (50TH, NEW YORK, NEW YORK, MAY, 1973)

THE HOUSTON PARENT-CHILD DEVELOPMENT CENTER (PCDC) IS DESCRIBED. PCDC IS SIMILAR TO MOST COMPENSATORY EDUCATION PROGRAMS IN ITS OBJECTIVES, BUT DIFFERENT IN PROCESS AS IT STARTS INTERVENTION DURING INFANCY AND DIRECTS EDUCATIONAL EFFORTS AT THE PARENTS. THE PROGRAM IS OPEN TO LOW INCOME MEXICAN-AMERICAN FAMILIES WITH AT LEAST ONE CHILD UNDER 3 YEARS OF AGE. THE CURRICULUM IS TAKEN FROM RESEARCH ON LEARNING AND CHILD DEVELOPMENT. COMMUNICATION AND OPEN FEEDBACK BETWEEN THE STAFF MEMBERS AND PARENTS ARE EMPHASIZED. THE PROGRAM CONSISTS OF IN-HOME, FAMILY WORKSHOPS, AND IN-CENTER COMPONENTS. AN EVALUATION DESIGN IS DESCRIBED, INVOLVING LONGITUDINAL STUDY OF CHILDREN, PARENTS, AND OTHER PROGRAM FAMILY MEMBERS, AS WELL AS CONTROL GROUP FAMILIES. DATA HAS BEEN COLLECTED FOR 34 PROGRAM FAMILIES AND 28 CONTROLS AFTER ONE YEAR, AND 17 PROGRAM AND 17 CONTROL FAMILIES AFTER TWO YEARS OF THE PROGRAM. MEASURES OF ASSESSMENT INCLUDE THE BAYLEY SCALES OF INFANT DEVELOPMENT, CALDWELL'S HOME INVENTORY, MATERNAL INTERACTION STRUCTURED SITUATION, STANFORD BINET, AND THE PALMER CONCEPT FORMATION INDEX. ANALYSIS OF RESULTS IS INCOMPLETE, BUT INITIAL RESULTS SEEM TO BE POSITIVE. (DP)

ACCESSION NUMBER: ED086349

PUBLICATION DATE: AUG 73

TITLE: REINFORCED READINESS REQUISITES: A CULTURALLY RELEVANT BEHAVIOR MODIFICATION PROGRAM FOR MEXICAN-AMERICAN, INDIAN AND BLACK CHILDREN.

PERSONAL AUTHOR: SPEISS, JEFFREY M.; SPEISS, MADELEINE L.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; AMERICAN INDIANS; *BEHAVIOR CHANGE; *DISADVANTAGED YOUTH; INTERVENTION; MEXICAN AMERICANS; *MOTIVATION; NEGROES; *REINFORCEMENT; REMEDIAL PROGRAMS

DESCRIPTIVE NOTE: 8P.; PAPER PRESENTED AT THE ANNUAL CONVENTION OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION (81ST, MONTREAL, CANADA, AUGUST 27-31, 1973); REPRODUCED FROM BEST AVAILABLE COPY

THE REINFORCED READINESS REQUISITES (RRR) PROGRAM WAS DEVELOPED TO PROVIDE MEXICAN-AMERICAN, INDIAN, AND BLACK CHILDREN WITH THE NECESSARY MOTIVATION FOR LEARNING. COMPRISED OF A THREE-STAGE BEHAVIOR MODIFICATION STRATEGY TO IMPROVE SUBSTANDARD ACADEMIC PERFORMANCE, RRR UTILIZES TANGIBLE REWARDS WITH THE ADDITIONAL COMPONENTS OF TOKEN AND INTERMITTENT REINFORCEMENT SCHEDULES TO PREVENT PERFORMANCE DECREMENT ONCE TANGIBLE SOURCES OF REINFORCEMENT ARE WITHDRAWN. RESULTS FROM TWO FIELD TESTS REVEAL THAT (1) EXPERIMENTAL SUBJECTS PERFORMED SIGNIFICANTLY BETTER THAN CONTROLS, (2) EXPERIMENTAL SUBJECTS SHOWED SUBSTANTIAL GAIN FROM PRETEST TO POSTTEST, AND (3) SUBJECTS MAINTAINED THEIR PERFORMANCE IN THE ABSENCE OF TANGIBLE REWARDS. (AUTHOR/DP)

ACCESSION NUMBER: ED086385

PUBLICATION DATE: 71

TITLE: FACT SHEET ON WOMEN OF SPANISH ORIGIN IN THE UNITED STATES.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; CUBANS; *DEMOGRAPHY; *FEMALES; INCOME; LOW INCOME; MEXICAN AMERICANS; MEXICANS; PUERTO RICANS; *SPANISH AMERICANS; SPANISH SPEAKING; *STATISTICAL DATA; *WORKING WOMEN

DESCRIPTIVE NOTE: 3P.

MARCH 1971 DATA ARE GIVEN FOR WOMEN OF SPANISH ORIGIN IN THE UNITED STATES. COUNTRY OF ORIGIN, POPULATION, FAMILY COMPOSITION, EDUCATIONAL ATTAINMENT, LABOR FORCE PARTICIPATION, TYPE OF WORK, INCOME, AND LOW INCOME LEVEL ARE COVERED. WHERE SEPARATE DATA FOR WOMEN ARE NOT AVAILABLE, DATA FOR BOTH SEXES ARE SHOWN. (KM)

ACCESSION NUMBER: ED086390

PUBLICATION DATE: 69

TITLE: HANDBOOK FOR PARAPROFESSIONALS IN MIGRANT EDUCATION. A PROGRAM FOR THE RECRUITMENT, TRAINING, AND UTILIZATION OF PARAPROFESSIONAL PERSONNEL.

PERSONAL AUTHOR: BINNION, BILL, COMP.; AND OTHERS

DESCRIPTOR: EDUCATIONAL IMPROVEMENT; *EDUCATIONAL NEEDS; MEXICAN AMERICANS; *MIGRANT CHILD EDUCATION; *PARAPROFESSIONAL SCHOOL PERSONNEL; *PILOT PROJECTS; PROGRAM DESCRIPTIONS; *PROGRAM PLANNING; TESTING; TRAINING

IDENTIFIER: *TEXAS

DESCRIPTIVE NOTE: 134P.

THE PROPOSED USE OF PARAPROFESSIONALS IN MIGRANT EDUCATION IS ONE OF 9 TEXAS MIGRANT EDUCATIONAL DEVELOPMENT CENTER PROGRAMS FOCUSING ON THE SPECIAL EDUCATIONAL NEEDS OF THE MIGRANT MEXICAN AMERICAN CHILD AND HIS FAMILY. THE USE OF PARAPROFESSIONALS IN MIGRANT EDUCATION DESCRIBED IN THIS HANDBOOK WILL BE PILOT TESTED AT SELECTED TEXAS MIGRANT PROJECT SCHOOLS. THE HANDBOOK WILL BE REVISED TO INCORPORATE INFORMATION ACQUIRED DURING TESTING. CONTENTS OF THE DOCUMENT ARE: RATIONALE FOR A PARAPROFESSIONAL PROGRAM; BASIC COMPONENTS OF A PARAPROFESSIONAL PROGRAM; RECRUITMENT; ELIGIBILITY CRITERIA FOR EMPLOYMENT; SELECTION; TRAINING CRITERIA; TECHNICAL TRAINING PROGRAM; SAMPLE PRESENTATION IN TECHNICAL TRAINING PROGRAM; BEHAVIORAL TRAINING PROGRAM; BEHAVIORAL TRAINING TECHNIQUES; BIBLIOGRAPHY FOR BEHAVIORAL TRAINING; APPENDIX TO BEHAVIORAL TRAINING PROGRAM; RESOURCES FOR TRAINING PROGRAM; ROLE DEFINITIONS; AIDE COORDINATOR; TYPES OF PARAPROFESSIONAL AIDES; PARAPROFESSIONAL AIDE CHART; TYPES OF NON-PROFESSIONAL AIDES; NON-PROFESSIONAL AIDE CHART; BIBLIOGRAPHY; REFERENCES ON PARAPROFESSIONAL AIDES; AND APPENDIX TO PARAPROFESSIONAL AIDE HANDBOOK. (KM)

AVAILABILITY: SOUTHWEST EDUCATIONAL DEVELOPMENT LAB., 211 E. SEVENTH STREET, AUSTIN, TEXAS 78701

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED086391

PUBLICATION DATE: 71

BEST COPY AVAILABLE

TITLE: PROGRAM HANDBOOK FOR PARENT-SCHOOL-COMMUNITY INVOLVEMENT AND PARENT EDUCATION.

DESCRIPTOR: DISADVANTAGED YOUTH; LEARNING ACTIVITIES; *MEXICAN AMERICANS; *MIGRANT CHILD EDUCATION; *PARENT CHILD RELATIONSHIP; *PARENT EDUCATION; *PARENT SCHOOL RELATIONSHIP; PROGRAM GUIDES; SCHOOL ACTIVITIES; SCHOOL COMMUNITY PROGRAMS; SCHOOL PERSONNEL

IDENTIFIER: *TEXAS

DESCRIPTIVE NOTE: 308P.

THE HANDBOOK FOR THE PARENT-SCHOOL-COMMUNITY INVOLVEMENT AND PARENT EDUCATION PROGRAM IS PRIMARILY CONCERNED WITH THE HOME, THE SCHOOL, AND THE COMMUNITY. IT IS FELT THAT THE RELATIONSHIP AMONG THESE 3 INSTITUTIONS AFFECTS THE TOTAL DEVELOPMENT OF THE CHILD. THE MAIN GOALS ARE TO: (1) DEVELOP RAPPORT AMONG MIGRANT PARENTS, SCHOOL PERSONNEL, AND COMMUNITY BY INCREASING INTERPERSONAL CONTACTS; (2) INCREASE INTEREST AND KNOWLEDGE AMONG MIGRANT PARENTS ABOUT THE EDUCATION OF THEIR CHILDREN; (3) INVOLVE ALL SCHOOL PERSONNEL IN THE DEVELOPMENT OF THE BEST PARENT-SCHOOL-COMMUNITY PROGRAM; (4) ENHANCE THE PARENTS' AND SCHOOL PERSONNEL'S KNOWLEDGE OF AGENCIES AND ORGANIZATIONS THAT MAY IMPROVE MIGRANTS' SOCIOECONOMIC STATUS; AND (5) PROMOTE AND INVOLVE MIGRANT PARENTS IN ALL TYPES OF AVAILABLE EDUCATIONAL OPPORTUNITIES. THIS HANDBOOK HAS BEEN PILOT TESTED AT 3 SELECTED TEXAS MIGRANT PROJECT SCHOOLS: MCALLEN, ROBSTOWN, AND HEREFORD. PROGRAM DEVELOPMENTS ATTEMPT TO MAKE A SIGNIFICANT IMPACT ON THE EDUCATION OF MIGRANT CHILDREN. IT IS HOPED THAT THIS HANDBOOK MAY BE UTILIZED BY A MEDIUM SIZED LOCAL EDUCATIONAL AGENCY TO INITIATE POSITIVE ATTITUDES, INTERACTION, AND UNDERSTANDING AMONG HOME, SCHOOL, AND COMMUNITY. THE PLAN COULD EITHER BE FULFILLED AS OUTLINED OR EXPANDED OR REDUCED TO MEET DIFFERENT FINANCIAL ABILITIES. (FF)

AVAILABILITY: SOUTHWEST EDUCATIONAL DEVELOPMENT LAB., 211 E. SEVENTH STREET, AUSTIN TEXAS 78701

DOCUMENT NOT AVAILABLE FROM EDRS

250

ACCESSION NUMBER: ED086392

PUBLICATION DATE: 69

TITLE: HANDBOOK FOR AUXILIARY SERVICES FOR MIGRANT EDUCATION.

DESCRIPTOR: *ANCILLARY SERVICES; DISADVANTAGED YOUTH; INSERVICE PROGRAMS; LEARNING ACTIVITIES; *MEXICAN AMERICANS; *MIGRANT CHILD EDUCATION; *PILOT PROJECTS; *PROGRAM GUIDES; RESOURCES; SCHOOL ACTIVITIES; SCHOOL PERSONNEL

IDENTIFIER: *TEXAS

DESCRIPTIVE NOTE: 124P.

THE HANDBOOK FOR AN AUXILIARY SERVICES PROGRAM INCLUDES PROCEDURES FOR ACTIVATING THE MANY SCHOOL AND COMMUNITY RESOURCES THAT CAN ENHANCE THE EDUCATIONAL ENVIRONMENT OF MIGRANT CHILDREN. THE PROGRAM IS BASED ON THE PREMISE THAT NO CHILD WHO IS HUNGRY OR ILL-CLOTHED, OR IN NEED OF MEDICAL ATTENTION, CAN LEARN EFFECTIVELY. DURING THE 1968-69 SCHOOL YEAR, AS THIS HANDBOOK WAS PREPARED, THE PROGRAM WAS BEING DESIGNED AND TESTED IN THE EAGLE PASS AND MCALLEN SCHOOL DISTRICTS (TEXAS). THE INSERVICE TRAINING PROGRAM SUGGESTED IN THIS HANDBOOK STRESSES SENSITIVITY TRAINING AS A METHOD OF DEVELOPING AUXILIARY PERSONNEL TO WORK WITH MIGRANT CHILDREN. THE SPECIFIC OBJECTIVES OF THIS PROGRAM ARE TO: (1) IDENTIFY THE ECONOMIC, PSYCHOLOGICAL, SOCIAL, HEALTH, AND OTHER NON-INSTRUCTIONAL MIGRANT NEEDS THAT MAY AFFECT SCHOOL PERFORMANCE; (2) ORGANIZE SCHOOL AUXILIARY SERVICES TO MEET THESE NEEDS; (3) IDENTIFY AND UTILIZE COMMUNITY RESOURCES FOR MEETING NEEDS NOT MET THROUGH SCHOOL PROGRAMS; AND (4) DEVELOP A COMPREHENSIVE AND COORDINATED SCHOOL AND COMMUNITY PROGRAM THAT WILL PROVIDE AUXILIARY SERVICES WITH A MINIMUM OF DUPLICATION. ALSO INCLUDED ARE 22 APPENDICES. (FF)

AVAILABILITY: SOUTHWEST EDUCATIONAL DEVELOPMENT LAB., 211 E. SEVENTH STREET, AUSTIN, TEXAS 78701

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED086406

PUBLICATION DATE: 74

TITLE: WHO ARE OHIO'S MIGRANTS?

PERSONAL AUTHOR: HINTZ, JOY; MECARTNEY, JOHN

DESCRIPTOR: ATTITUDES; *DEMOGRAPHY; EDUCATIONALLY DISADVANTAGED; HEALTH; HOUSING; IMMIGRANTS; INCOME; LEGAL RESPONSIBILITY; *MEXICAN AMERICANS; MIGRANT PROBLEMS; *MIGRANTS; *MYTHOLOGY; SOCIAL DISCRIMINATION; *STATISTICAL DATA

IDENTIFIER: *OHIO

DESCRIPTIVE NOTE: 8P.

IDENTIFYING AND DEFINING OHIO'S MIGRANT POPULATION, THE DOCUMENT ALSO SEEKS TO DESTROY MANY OF THE MYTHS THAT EXIST ABOUT MIGRANT WORKERS. THE SURVEY, MADE IN SEPTEMBER 1972, FOUND THAT 90% OF THE STATE'S 35,000 WORKERS WERE SPANISH SPEAKING. THE DOCUMENT ALSO GIVES INFORMATION ON MIGRANT RECRUITMENT, CREW LEADERS, INCOME, HOUSING, CROPS, RELIGION, BILINGUALISM, HEALTH, MEXICAN IMMIGRANTS, AND THE MIGRANT'S CONTRIBUTIONS TO THE ECONOMY. TEN MISCONCEPTIONS ABOUT MIGRANT LIFE ARE CORRECTED, SUCH AS BELIEFS THAT "MIGRANTS ARE CAREFREE AND LIKE TO TRAVEL" AND "MIGRANTS ARE ADEQUATELY PROTECTED BY STATE AND FEDERAL LABOR LAWS". (KM)

AVAILABILITY: ELIZABETH S. MAGEE EDUCATION AND RESEARCH FOUNDATION, 940 ENGINEERS BUILDING, CLEVELAND, OHIO 44114 (FREE, WITH SELF-ADDRESSED STAMPED ENVELOPE)

ACCESSION NUMBER: ED086407

PUBLICATION DATE: FEB 74

TITLE: TOWARD QUALITY EDUCATION FOR MEXICAN AMERICANS. MEXICAN AMERICAN EDUCATION STUDY.

PERSONAL AUTHOR: DE BURCIAGA, CECILIA PRECIADO; AND OTHERS

DESCRIPTOR: ABILITY GROUPING; ATTITUDES; CIVIL RIGHTS; COUNSELING EFFECTIVENESS; CULTURAL BACKGROUND; CURRICULUM EVALUATION; EDUCABLE MENTALLY HANDICAPPED; *EDUCATIONAL EQUALITY; *EDUCATIONAL OPPORTUNITIES; *INVESTIGATIONS; *MEXICAN AMERICANS; PUBLIC SCHOOLS: SCHOOL HOLDING POWER; *SOCIAL DISCRIMINATION; SPANISH SPEAKING; STATISTICAL DATA; STUDENT TEACHER RELATIONSHIP; TEACHER EDUCATION

IDENTIFIER: SOUTHWEST

DESCRIPTIVE NOTE: 281P.; RELATED DOCUMENTS ARE ED073881, ED062069, ED056821, ED052849

THE 6TH AND FINAL REPORT OF THE MEXICAN AMERICAN EDUCATION STUDY (MAES) FOCUSES ON SPECIFIC EDUCATIONAL PROBLEMS OF MEXICAN AMERICAN CHILDREN IN THE SOUTHWEST AND RECOMMENDS ACTIONS AT VARIOUS GOVERNMENTAL AND EDUCATIONAL LEVELS TO ALLEVIATE THESE. INFORMATION WAS GATHERED FROM: (1) A 1969 SURVEY AND 1970-71 FIELD STUDY; (2) A LITERATURE REVIEW; (3) ADDITIONAL SURVEYS CONDUCTED IN THE SPRING 1973; (4) EDUCATIONAL CONFERENCES HELD IN 1972 AND 1973 ON LANGUAGE AND CURRICULUM, TEACHER TRAINING, AND COUNSELING; (5) FURTHER EXPERT CONSULTATION, INCLUDING SUCH AREAS AS ABILITY GROUPING, GRADE REPETITION, AND EDUCABLE MENTALLY RETARDED PLACEMENT; AND (6) A QUESTIONNAIRE AND INTERVIEWS WITH THE OFFICE OF CIVIL RIGHTS, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE. INVESTIGATED FOR THEIR EFFECT ON THE CHICANO CHILD, 5 AREAS ARE COVERED: (1) CURRICULUM; (2) GRADE RETENTION, ABILITY GROUPING, AND ASSIGNMENT TO CLASSES FOR THE EDUCABLE MENTALLY RETARDED; (3) TEACHER EDUCATION; (4) COUNSELING; AND (5) TITLE VI, ELEMENTARY AND SECONDARY EDUCATION ACT, AND EQUAL EDUCATIONAL OPPORTUNITIES FOR MEXICAN AMERICAN STUDENTS. NUMEROUS FINDINGS AND RECOMMENDATIONS ARE GIVEN BY THESE SUBJECT AREAS. THE REPORT ALSO GIVES 3 BASIC PRINCIPLES THAT RELATE TO ALL OF THE SPECIFIC RECOMMENDATIONS AND WHICH SHOULD GOVERN EDUCATIONAL REFORM FOR CHICANO STUDENTS: (1) MEXICAN AMERICAN CULTURE, LANGUAGE, AND HISTORY SHOULD BE INHERENT AND INTEGRAL PARTS OF THE EDUCATIONAL PROCESS; (2) MEXICAN AMERICANS SHOULD BE FULLY REPRESENTED IN DECISION-MAKING POSITIONS THAT DETERMINE OR INFLUENCE EDUCATIONAL POLICIES AND PRACTICES; AND (3) ALL LEVELS OF GOVERNMENT SHOULD REORDER THEIR BUDGET PRIORITIES TO IMPLEMENT THE GIVEN RECOMMENDATIONS. (KM)

ACCESSION NUMBER: ED086424

PUBLICATION DATE: 73

TITLE: REGION ONE RIGHT-TO-READ PROJECT: 1972-73 EVALUATION REPORT.

PERSONAL AUTHOR: LINTON, THOMAS H.

DESCRIPTOR: *BILINGUAL EDUCATION; ENGLISH (SECOND LANGUAGE); *KINDERGARTEN CHILDREN; *MEXICAN AMERICANS; ORAL ENGLISH; PERSONNEL; *PROGRAM EVALUATION; READING DEVELOPMENT; SPANISH SPEAKING; *TABLES (DATA)

DESCRIPTIVE NOTE: 28P.

THE RIGHT-TO-READ PROJECT WAS INTRODUCED INTO 7 SCHOOL DISTRICTS IN REGION 1 (TEXAS) IN SEPTEMBER 1972. BILINGUAL PROGRAM MATERIALS DEVELOPED UNDER AN ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) TITLE VII GRANT WERE PLACED IN 34 KINDERGARTEN CLASSROOMS WITH AN ENROLLMENT OF APPROXIMATELY 900 STUDENTS. BECAUSE OF LATE ENROLLMENTS, THE NUMBER OF CLASSROOMS INCREASED TO 38 AND THE NUMBER OF STUDENTS TO 1,000. THE MATERIALS PLACED IN THE CLASSROOMS WERE THE FIRST YEAR OF A SEQUENTIAL, 4-YEAR PROGRAM FOR MEXICAN AMERICAN CHILDREN WITH LITTLE OR NO KNOWLEDGE OF ENGLISH. THEY CONSIST OF: (1) SPANISH READING--REGION ONE LITERACY LESSONS (ROLL), AND (2) ENGLISH AS A SECOND LANGUAGE--REGION ONE CURRICULUM KIT (ROCK). PROJECT PERSONNEL INCLUDED 5 STAFF MEMBERS AND 38 CLASSROOM TEACHERS. THE PROGRAM HAD 7 OBJECTIVES SUCH AS: STUDENTS MUST DEMONSTRATE THEY CAN RELATE SOUNDS TO COMPOSE WORDS IN THEIR NATIVE LANGUAGE; STUDENTS IN THE SPANISH READING PROGRAM WILL DEMONSTRATE AN AWARENESS THAT THE CORRESPONDENCE BETWEEN LETTERS AND SOUND IS NOT ALWAYS ONE-TO-ONE; STUDENTS IN THE ENGLISH AS A SECOND LANGUAGE PROGRAM WILL BE ABLE TO GENERATE ORALLY AT LEAST 3/4 OF THE SENTENCE PATTERNS CONTAINED IN THE ROCK I KIT. A GOAL ESTABLISHED FOR THE PROJECT WAS FOR EACH CLASSROOM TO COMPLETE READING THE 5TH BOOKLET IN THE SPANISH READING PROGRAM SERIES BY THE END OF THE SCHOOL YEAR. FIFTEEN PERCENT OF THE CLASSROOMS ACTUALLY FINISHED BOOKLET #5, AND AN ADDITIONAL 17% HAD STARTED IT. THE ENGLISH AS A SECOND LANGUAGE PROGRAM PROGRESSED AS PLANNED, WITH APPROXIMATELY 65% OF THE CLASSROOMS COMPLETING OVER 90% OF THE 128 LESSONS IN THE PROGRAM AND 85% COMPLETING 80%. (KM)

ACCESSION NUMBER: ED086429 BEST COPY AVAILABLE

PUBLICATION DATE: DEC 73

TITLE: CARTEL: ANNOTATED BIBLIOGRAPHY OF BILINGUAL BICULTURAL MATERIALS NO. 12. CUMULATIVE ISSUE--1973.

DESCRIPTOR: *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; *BILINGUAL EDUCATION; CHINESE; CULTURAL BACKGROUND; CURRICULUM GUIDES; EDUCATIONAL RESOURCES; *ENGLISH (SECOND LANGUAGE); ETHNIC GROUPS; INSTRUCTIONAL MATERIALS; MEXICAN AMERICANS; NATIVE SPEAKERS; PORTUGUESE; PUERTO RICAN CULTURE; RUSSIAN; *SPANISH SPEAKING

DESCRIPTIVE NOTE: 210P.

APPROXIMATELY 400 BOOKS, CURRICULUM GUIDES, JOURNALS, AND EDUCATIONAL RESOURCE MATERIALS PUBLISHED BETWEEN 1967 AND 1973 ARE LISTED IN THIS ANNOTATED BIBLIOGRAPHY OF BILINGUAL BICULTURAL MATERIALS ON THE SPANISH-SPEAKING, AMERICAN INDIANS, FRENCH, PORTUGUESE, CHINESE, AND RUSSIANS. THIS LISTING SHARES WITH BILINGUAL BICULTURAL PROJECT PERSONNEL THE INFORMATION NEEDED FOR THE ACQUISITION OF RELEVANT MATERIALS FOR THEIR PROGRAMS. ALL MATERIALS LISTED MUST BE AVAILABLE IN THE UNITED STATES OR ITS TERRITORIES AND MUST RELATE TO TITLE VII ELEMENTARY AND SECONDARY EDUCATION ACT OR OTHER BILINGUAL BICULTURAL PROGRAMS. A TYPICAL ANNOTATION INCLUDES THE FOLLOWING, IN ORDER: TITLE, AUTHOR OR DEVELOPING AGENCY, NAME AND ADDRESS OF THE PUBLISHER, PUBLICATION DATE, NUMBER OF PAGES, LANGUAGE(S) USED, INTENDED AUDIENCE OR LEVEL, AND DESCRIPTIVE STATEMENT. TITLE, AUTHOR, AND SUBJECT INDEXES ARE GIVEN FOR THE READER'S USE. PUBLISHERS AND DISTRIBUTORS ARE LISTED ALPHABETICALLY AT THE END OF THE DOCUMENT. (FF)

AVAILABILITY: DISSEMINATION CENTER FOR BILINGUAL BICULTURAL EDUCATION, 6504 TRACOR LANE, AUSTIN, TEX. 78721 ($3.70)

ACCESSION NUMBER: ED086439

PUBLICATION DATE: DEC 72 **BEST COPY AVAILABLE**

TITLE: BIBLIOGRAPHY OF UNPUBLISHED MATERIALS PERTAINING TO HISPANIC CULTURE IN THE NEW MEXICO WPA WRITERS' FILES.

PERSONAL AUTHOR: CORDOVA, BENITO, COMP.

DESCRIPTOR: *ANNOTATED BIBLIOGRAPHIES; *INDIGENOUS PERSONNEL; INFORMATION SOURCES; MEXICAN AMERICAN HISTORY; *MEXICAN AMERICANS; ORAL EXPRESSION; SPANISH AMERICAN LITERATURE; *SPANISH CULTURE; SPANISH SPEAKING

IDENTIFIER: *FOLKLORE; *NEW MEXICO

DESCRIPTIVE NOTE: 48P.

THE BIBLIOGRAPHY CONSISTS OF UNPUBLISHED MANUSCRIPTS RELATING TO THE HISPANO CULTURE FROM THE NEW MEXICO WRITER'S PROJECT. THE NEARLY 600 DIFFERENT ITEMS, WRITTEN 3 OR 4 DECADES AGO AS PART OF A WPA PROJECT, PRESENT A FRESH LOOK AT A VARIETY OF INDIGENOUS NEW MEXICO FOLKLORE. MOST OF THE ENTRIES ARE ANNOTATED, DATED, AND SOURCES AND CONTRIBUTORS INDIVIDUALLY INDICATED. A SUBJECT INDEX IS APPENDIXED TO THE BACK OF THE BIBLIOGRAPHY. THE MATERIAL IN THE DOCUMENT IS INTENDED TO BE AN AID TO RESEARCHERS AND STUDENTS OF HISPANO CULTURE. (KM)

ACCESSION NUMBER: ED087538

PUBLICATION DATE: MAR 73

TITLE: HOUSTON PARENT-CHILD DEVELOPMENT CENTER.

PERSONAL AUTHOR: JOHNSON, DALE L.; AND OTHERS

DESCRIPTOR: CHILD REARING; COGNITIVE DEVELOPMENT; *COMPENSATORY EDUCATION PROGRAMS; *FAMILY INVOLVEMENT; *MEXICAN AMERICANS; PARENT CHILD RELATIONSHIP; *PARENT EDUCATION; *PRESCHOOL PROGRAMS; PROGRAM EVALUATION; SOCIAL DEVELOPMENT

DESCRIPTIVE NOTE: 23P.; PAPER PRESENTED AT THE BIENNIAL MEETING OF THE SOCIETY FOR RESEARCH IN CHILD DEVELOPMENT (PHILADELPHIA, PENNSYLVANIA, MARCH 29 - APRIL 1, 1973)

THE HOUSTON PARENT-CHILD DEVELOPMENT CENTER WAS ESTABLISHED TO PROVIDE A BASIS FOR EDUCATIONAL IMPROVEMENT FOR MEXICAN-AMERICAN FAMILIES AND TO YIELD BASIC INFORMATION ABOUT THE IMPORTANCE OF THE WHOLE FAMILY FOR A CHILD'S SUCCESS IN LEARNING. CERTAIN CULTURAL FACTORS, SUCH AS LANGUAGE AND SEX ROLE EXPECTATIONS WERE TAKEN INTO ACCOUNT IN ESTABLISHING THE PROGRAM FOR A SPECIFIC POPULATION. FAMILIES ENTER THE PROGRAM WHEN THEIR CHILD IS 1 YEAR OLD. AT THIS STAGE, SERVICES ARE PROVIDED IN THE HOME, WITH TRAINING PROVIDED MAINLY FOR MOTHERS. AFTER THE FIRST YEAR, THE MOTHER AND CHILD GO TO THE CENTER FOR LEARNING ACTIVITIES. PROJECT FAMILIES ALSO PARTICIPATE IN SEVERAL WORKSHOPS WITH EACH OTHER, AND FREQUENT PARENT DISCUSSIONS ARE HELD. LANGUAGE INSTRUCTION IS WOVEN INTO ALL PROGRAM ACTIVITIES. THE EVALUATION DESIGN INCLUDES PLANS TO GATHER DATA ON CHILDREN, MOTHERS, AND OTHER FAMILY MEMBERS ON AN ANNUAL BASIS. CONTROL GROUP FAMILIES WILL BE INVOLVED. EVALUATION MEASURES FOR CHILDREN AND ADULTS ARE LISTED, INCLUDING DEVELOPMENTAL SCALES, INTELLIGENCE TESTS, STRUCTURED INTERACTIONS, ATTITUDE SURVEYS, CHILD REARING INVENTORIES, ETC. INITIAL DATA HAS BEEN COLLECTED FOR 34 PROGRAM AND 28 CONTROL FAMILIES, BUT ONLY PRELIMINARY ANALYSIS HAS BEEN COMPLETED. (DP)

ACCESSION NUMBER: ED087584

PUBLICATION DATE: APR 73

TITLE: THE SCHOOLS OF GUADALUPE... A LEGACY OF EDUCATIONAL OPPRESSION.

DESCRIPTOR: ANGLO AMERICANS; ATTITUDES; BICULTURALISM; BILINGUALISM; *CIVIL RIGHTS; DISCIPLINE; DISCRIMINATORY ATTITUDES (SOCIAL); *EDUCATIONAL DISCRIMINATION; EDUCATIONALLY DISADVANTAGED; *EDUCATIONAL PRACTICE; EDUCATIONAL QUALITY; INSTRUCTIONAL STAFF; *INVESTIGATIONS; LEGAL PROBLEMS; *MEXICAN AMERICANS; NEGATIVE REINFORCEMENT; PARENT PARTICIPATION; PUNISHMENT; SCHOOL COMMUNITY RELATIONSHIP; SOCIAL VALUES

IDENTIFIER: *CALIFORNIA

DESCRIPTIVE NOTE: 109P.

THE DOCUMENT REPORTED AN INVESTIGATION INTO THE GUADALUPE UNION SCHOOL DISTRICT IN THE SPRING 1972 BY THE CALIFORNIA STATE ADVISORY COMMITTEE (U.S. COMMISSION ON CIVIL RIGHTS). COMPLAINTS PROMPTING THE INVESTIGATION DEALT WITH (1) POOR QUALITY EDUCATION NOT GEARED TO MEET THE NEEDS OF MEXICAN AMERICAN CHILD, (2) FAILURE TO HIRE BILINGUAL BICULTURAL MEXICAN AMERICAN STAFF, (3) CORPORAL PUNISHMENT, (4) FAILURE TO INVOLVE MEXICAN AMERICAN PARENTS IN THE SCHOOL, AND (5) HARASSMENT OF INDIVIDUALS WHO COMPLAINED ABOUT THE SCHOOL SYSTEM. AT THE MAY 20 PUBLIC OPEN MEETING, 28 PERSONS TESTIFIED, SUCH AS THE SUPERINTENDENT, SCHOOL PRINCIPALS, PARENTS, FORMER STUDENTS, AND ATTORNEYS. THE ADVISORY COMMITTEE IDENTIFIED 4 ISSUES OF PARAMOUNT CONCERN--GENERAL EDUCATIONAL PRACTICES, STAFFING PRACTICES, CORPORAL PUNISHMENT, AND PATTERNS OF REPRISAL. THE 4 ISSUES WERE ANALYZED AND 6 RECOMMENDATIONS WERE PRESENTED; I.E., THAT THE U.S. OFFICE OF EDUCATION INITIATE A REVIEW OF THE DISTRICT'S EDUCATIONAL PRACTICES AS THEY RELATE TO MEXICAN AMERICANS, AND THAT THE U.S. DEPARTMENT OF JUSTICE INVESTIGATE AND ACT UPON APPARENT CIVIL RIGHTS VIOLATIONS IN THIS DISTRICT. THE APPENDICES PRESENTED RELEVANT STATISTICS AND CORRESPONDENCE. (FF/KM)

ACCESSION NUMBER: ED087594

PUBLICATION DATE: 74

TITLE: READINGS ON LA RAZA--THE TWENTIETH CENTURY.

PERSONAL AUTHOR: MEIER, MATT S., ED.; RIVERA, FELICIANO, ED.

DESCRIPTOR: ACTIVISM; *ANTHOLOGIES; CULTURAL AWARENESS; *CULTURAL BACKGROUND; ECONOMIC FACTORS; ECONOMIC OPPORTUNITIES; FEDERAL LAWS; IMMIGRANTS; *LABOR ECONOMICS; LABOR FORCE; *MEXICAN AMERICAN HISTORY; MIGRANTS; MINORITY GROUPS; MINORITY ROLE; POLITICS; SOCIAL DISCRIMINATION; SOCIAL STUDIES; SPANISH AMERICAN LITERATURE; *SPANISH SPEAKING; STRIKES; TEXTBOOKS

DESCRIPTIVE NOTE: 277P.

THIS CHRONOLOGICAL ANTHOLOGY CONSISTS OF DOCUMENTS AND ARTICLES ON THE HISTORY OF MEXICAN AMERICAN PEOPLE IN THE 20TH CENTURY. THE ANTHOLOGY MAY BE DIRECTED TO STUDENTS IN HIGHER EDUCATION, HISTORIANS, AND THOSE INTERESTED IN THE MEXICAN AMERICAN PEOPLE. SECTION I SPANS THE PERIOD FROM 1900 TO 1920 AND INTRODUCES IMMIGRATION AS THE STARTING POINT FOR THE HISTORY OF LA RAZA IN THIS CENTURY. SECTION II, COVERING FROM 1920 TO 1930, DESCRIBES THE MOVEMENT OF MEXICANS AND MEXICAN AMERICANS FROM THEIR SOUTHWEST HEARTLAND TO STEEL MILLS, PACKING PLANTS, AND "COLONIAS" OF THE MIDWEST. OTHER SECTIONS ADDRESS THEMSELVES TO THE DEVELOPMENT OF A HOSTILE ATTITUDE ON THE PART OF MANY AMERICANS TO THE RISING TIDE OF MEXICAN IMMIGRATION, AS WAS EXEMPLIFIED BY THE HARRIS AND BOX BILLS IN CONGRESS. SECTION III DEALS WITH REPATRIATION IN THE 1930'S. CHICANO WORLD WAR II EXPERIENCES BOTH AT HOME AND OVERSEAS ARE DESCRIBED IN SECTION IV. THE SECOND WORLD WAR INTRODUCED A NEW ERA IN MEXICO-UNITED STATES RELATIONS, FORMALIZING THE USE OF BRACERO LABOR. SECTION V TRACES CONTINUING POSTWAR DEMANDS FOR MEXICAN LABOR AND THE RESULTANT INCREASE IN BOTH BRACEROS AND MAJADOS. THE IMPACT OF THESE WORKERS EVENTUALLY LED TO "OPERATION WETBACK" AND FINALLY TO TERMINATION OF THE BRACERO PROGRAM IN 1964. SECTION VI ENCOMPASSES A BROAD SPECTRUM OF CONTEMPORARY CHICANO ACTIVITIES AND IDEOLOGY, ESPECIALLY AN INCREASED AND MORE AGGRESSIVE POLITICAL ACTIVITY. THESE 6 SECTIONS ARE CHRONOLOGICALLY SEQUENTIAL, WITH SOME UNAVOIDABLE OVERLAP. (FF)

AVAILABILITY: FARRAR, STRAUS & GIROUX, INC., DIVISION OF HILL AND WANG, 19 UNION SQUARE, NEW YORK, N.Y. 10003 ($6.95)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED087598

PUBLICATION DATE: 16 JAN 74

TITLE: DIRECTORIO CHICANO.

DESCRIPTOR: *ALTERNATIVE SCHOOLS; AREA STUDIES; *DIRECTORIES; EDUCATIONAL CHANGE; EDUCATIONAL RESOURCES; *MEXICAN AMERICANS; *PUBLICATIONS; *RESOURCE CENTERS; SPANISH SPEAKING

DESCRIPTIVE NOTE: 19P.

THE SOUTHWEST NETWORK WAS CREATED TO PROVIDE SUPPORT FOR DEVELOPING CHICANO ALTERNATIVE SCHOOLS. IT STRIVES TO FACILITATE APPROACHES, PROBLEMS, CONTACTS, FUNDING, AND COMMUNICATION FOR ANY ALTERNATIVE CHICANO EDUCATIONAL EFFORTS REQUESTING SUCH AID. IN THIS PROCESS, THE NETWORK HAS PREPARED AN INITIAL DIRECTORY OF CHICANO ALTERNATIVE SCHOOLS, DISTRIBUTING CENTERS, AND RELATED PUBLICATIONS. INFORMATION IS BASED ON REPLIES TO INQUIRIES DURING OCTOBER AND NOVEMBER 1973. FOR LOGISTICAL PURPOSES, THE DIRECTORY IS DIVIDED INTO 4 GEOGRAPHIC REGIONS, AND THEN SUBDIVIDED BY STATE. APPROXIMATELY 13 ALTERNATIVE EDUCATION PROGRAMS AND 28 DISTRIBUTING CENTERS ARE LISTED. THE PARTIAL PUBLICATION LISTING COVERS 25 JOURNALS. DEFUNCT PUBLICATIONS ARE ALSO GIVEN. (KM)

AVAILABILITY: SOUTHWEST NETWORK, 1020 B STREET, HAYWARD, CALIF. 94541

ACCESSION NUMBER: ED087607

PUBLICATION DATE: 73

TITLE: MEXICAN AMERICANS: RESOURCES TO BUILD CULTURAL UNDERSTANDING.

PERSONAL AUTHOR: JORDAN, LOIS B.

DESCRIPTOR: *ANNOTATED BIBLIOGRAPHIES; ART; AUDIOVISUAL AIDS; BOOKS; *CULTURAL AWARENESS; *CULTURAL BACKGROUND; ECONOMICS; FILMS; LITERATURE REVIEWS; *MEXICAN AMERICAN HISTORY; *MEXICAN AMERICANS; POLITICS; SOCIOECONOMIC STATUS; SPANISH AMERICAN LITERATURE; TRANSPARENCIES

DESCRIPTIVE NOTE: 265P.

THE LISTING OF RESOURCES TO BUILD CULTURAL UNDERSTANDING IS A SELECTIVE ANNOTATED BIBLIOGRAPHY OF 1,028 WORKS FROM 1949-1972, SUITABLE FOR YOUNG ADULTS IN JUNIOR HIGH SCHOOL, SENIOR HIGH SCHOOL, AND COLLEGE. IT BRINGS TOGETHER A SELECTION OF BOOKS, 16MM FILMS, 35 MM FILMSTRIPS, 8MM FILM LOOPS, RECORDINGS, SLIDES, TRANSPARENCIES, AND OTHER AUDIOVISUAL MEDIA WHICH PROVIDE INFORMATION ON THE HISTORICAL BACKGROUND, CULTURAL HERITAGE AND CONTEMPORARY SOCIAL, ECONOMIC AND POLITICAL PROBLEMS OF MEXICAN AMERICANS. IN ADDITION, THERE ARE 4 APPENDIXES PROVIDING INFORMATION ON A SELECTED NUMBER OF PERIODICALS, ASSOCIATIONS AND ORGANIZATIONS, AND NOTABLE MEXICAN AMERICAN PERSONALITIES. ENTRIES IN PART I: PRINT MATERIALS ARE SUBDIVIDED INTO MEXICO'S HISTORY, MEXICAN AMERICANS IN THE U.S., THE ARTS, LITERATURE, BIOGRAPHY, AND FICTION, AND ARE FURTHER SUBDIVIDED BY SPECIFIC PERIODS AND SUBJECTS. PART II: AUDIOVISUAL MATERIALS IS SUBDIVIDED BY MEDIUM. THIS LIST REPRESENTS AN EFFORT TO EVALUATE ENGLISH LANGUAGE MATERIAL RELATING TO THE MEXICAN AMERICAN AND DOES NOT INCLUDE BOOKS IN THE SPANISH LANGUAGE; HOWEVER, SOME AUDIOVISUAL MATERIAL IS IN SPANISH OR IS AVAILABLE IN BOTH LANGUAGES. THE SELECTION HAS NOT BEEN LIMITED BY DATE, BUT EMPHASIS HAS BEEN PLACED ON MATERIALS PUBLISHED WITHIN THE PAST 10 YEARS. (FF)

AVAILABILITY: LIBRARIES UNLIMITED, INC., P.O. BOX 263, LITTLETON, COLORADO 80120 ($8.50)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED087745

PUBLICATION DATE: AUG 72

TITLE: REPORT OF AN URBAN EDUCATION REFORM EXPERIMENT: PROBLEMS AND PROMISE. PART I PROJECT DEVELOPMENT. SUPPLEMENT TO FINAL REPORT OF THE 5TH CYCLE TEACHER CORPS PROJECT.

PERSONAL AUTHOR: MONROE, GEORGE E.

DESCRIPTOR: BICULTURALISM; BILINGUAL TEACHERS; *COMMUNITY INVOLVEMENT; EDUCATIONAL INNOVATION; INTERNSHIP PROGRAMS; *PROGRAM DEVELOPMENT; PROGRAM EVALUATION; SPANISH SPEAKING; *TEACHER EDUCATION; *URBAN EDUCATION

DESCRIPTIVE NOTE: 29P.

THE FIFTH CYCLE TEACHER CORPS PROJECT WAS UNDERTAKEN BY THE UNIVERSITY OF ILLINOIS AT CHICAGO CIRCLE TO A) FULFILL A STATED MISSION OF A UNIVERSITY ESPECIALLY CREATED TO HELP RESOLVE URBAN PROBLEMS, B) FIND EFFECTIVE WAYS TO HELP AN INNER-CITY COMMUNITY UTILIZE ITS OWN RESOURCES, AND C) CONDUCT RESEARCH ON THE EFFECTIVE USES OF EVALUATION IN EDUCATION REFORM PROJECTS. THE PROJECT WAS SET IN THE PILSEN, HEART OF CHICAGO, AND SOUTH LAWNDALE COMMUNITIES IN THE CENTER OF CHICAGO. THIS AREA CONTAINS THE CENTRAL CLUSTER OF THE SECOND LARGEST URBAN GROUP OF MEXICAN-AMERICANS IN THE UNITED STATES. MANY SCHOOL-AGED CHILDREN SPEAK LITTLE OR NO ENGLISH. THE SCHOOLS, HOWEVER, ARE STILL STAFFED MOSTLY BY "ANGLO" PERSONNEL WHO DO NOT SPEAK SPANISH AND WHO KNOW VERY LITTLE ABOUT THE MEXICAN CULTURE. BY BOARD OF EDUCATION EDICT, THE PUBLIC SCHOOLS WERE OFF-LIMITS TO PARENTS UNTIL 1968. EVEN AFTER THE SCHOOLS WERE "OPENED," COMMUNITY RESIDENTS CONTINUED TO FEEL UNWELCOME ON SCHOOL PREMISES AND INSECURE IN SCHOOL AFFAIRS. THIS DOCUMENT RECOUNTS THE EFFORTS TO DEVELOP A BILINGUAL, BICULTURAL URBAN TEACHER EDUCATION PROGRAM IN WHICH THE COMMUNITY PLAYED AN ACTIVE ROLE. IT DEALS WITH THE ORIGIN OF THE PROJECT, OPERATIONAL PROBLEMS ENCOUNTERED, SOLUTIONS ATTEMPTED, AND THE CRITICAL FUNCTIONS OF SYSTEMATIC EVALUATION. ALSO INCLUDED ARE STATEMENTS OF CONCLUSION BY THE DEVELOPMENT COORDINATOR. (A RELATED DOCUMENT IS SP 007 730.) (AUTHOR/DDO)

p. 262 blank

PART II: CITATIONS FROM *CURRENT INDEX TO JOURNALS IN EDUCATION*

p. 264 blank

ACCESSION NUMBER: EJ067523

PUBLICATION DATE: F 71

TITLE: CONTEMPORARY CHICANO ART

PERSONAL AUTHOR: MONTEVERDE, MILDRED

DESCRIPTOR: *ART; *ART EXPRESSION; CULTURAL FACTORS; *HISTORY; *MEXICAN AMERICANS

IDENTIFIER: LOS ANGELES; SAN DIEGO; *SOUTHWEST

THE CHICANO ART MOVEMENT IS DISCUSSED IN TERMS OF ITS RELATIONSHIP TO THE ART AND ARCHITECTURE OF THE SOUTHWEST AND IN TERMS OF THE HISTORY, CURRENT EXPRESSIONS, AND PATTERNS OF DEVELOPMENT OF CHICANO ART IN SAN DIEGO AND LOS ANGELES. (NQ)

JOURNAL CITATION: AZTLAN; 2; 2; 51-61

ACCESSION NUMBER: EJ067545

PUBLICATION DATE: SPR/SUM 72

TITLE: THE ACADEMIC PERFORMANCE AND ATTITUDES AMONG CHICANOS AND ANGLOS IN COLLEGE

PERSONAL AUTHOR: LOPEZ-LEE, DAVID

DESCRIPTOR: *ACADEMIC PERFORMANCE; *ANGLO AMERICANS; *COLLEGE STUDENTS; *MEXICAN AMERICANS; *STUDENT ATTITUDES; TABLES (DATA)

IDENTIFIER: CALIFORNIA STATE COLLEGE AT LOS ANGELES

A 2-PHASE STUDY, PERFORMED TO ASSESS AN EDUCATIONAL OPPORTUNITIES PROGRAM (EOP) AT A COLLEGE, CONTRASTED ACADEMIC PERFORMANCE AND ATTITUDES OF EOP CHICANOS, REGULARLY ADMITTED CHICANOS, AND ANGLOS. (NQ)

JOURNAL CITATION: JOURNAL OF MEXICAN AMERICAN STUDIES; 1; 3-4; 201-22

ACCESSION NUMBER: EJ067641

PUBLICATION DATE: SPR/SUM 72

TITLE: PUBLIC SOURCES OF DATA AND THE CHICANO COMMUNITY

PERSONAL AUTHOR: HERNANDEZ, JOSE

DESCRIPTOR: *DATA COLLECTION; *ETHNIC GROUPS; *MEXICAN AMERICANS; *SOCIOCULTURAL PATTERNS

THE LACK OF AN IDENTIFICATION SYSTEM FOR DESIGNATING ETHNIC STATUS OF MEXICAN AMERICANS FOR PUBLIC DATA SOURCES IS DISCUSSED. (NQ)

JOURNAL CITATION: JOURNAL OF MEXICAN AMERICAN STUDIES; 1; 3-4; 123-9

ACCESSION NUMBER: EJ067838

PUBLICATION DATE: SPR/SUM 72

TITLE: THE AMERICAN ELEMENTARY SCHOOL VERSUS THE VALUES AND NEEDS OF MEXICAN AMERICAN BOYS

PERSONAL AUTHOR: HEPNER, ETHEL M.

DESCRIPTOR: CONFLICT; EDUCATIONAL PROBLEMS; *ELEMENTARY SCHOOLS; LITERATURE REVIEWS; *MALES; *MEXICAN AMERICANS; *NEEDS; TABLES (DATA); UNDERACHIEVERS; *VALUES

JOURNAL CITATION: JOURNAL OF MEXICAN AMERICAN STUDIES; 1; 3-4; 157-91

ACCESSION NUMBER: EJ067839

PUBLICATION DATE: SPR/SUM 72

TITLE: THE EXCLUDED STUDENT: EDUCATIONAL PRACTICES AFFECTING MEXICAN AMERICANS IN THE SOUTHWEST. A REPORT OF THE U.S. COMMISSION ON CIVIL RIGHTS

DESCRIPTOR: BILINGUAL EDUCATION; CULTURAL ISOLATION; *EDUCATIONAL PRACTICE; EDUCATIONAL PROGRAMS; *ENGLISH (SECOND LANGUAGE); MEXICAN AMERICAN HISTORY; *MEXICAN AMERICANS; *TABLES (DATA)

IDENTIFIER: *SOUTHWEST

JOURNAL CITATION: JOURNAL OF MEXICAN AMERICAN STUDIES; 1; 3-4; 192-200

ACCESSION NUMBER: EJ068224

PUBLICATION DATE: OCT 72

TITLE: COMMUNITY ATTIUDES TOWARD THE HOSPITAL CARE OF THE MR

PERSONAL AUTHOR: EDGERTON, ROBERT B.; KARNO, MARVIN

DESCRIPTOR: *COMMUNITY ATTITUDES; *EXCEPTIONAL CHILD RESEARCH; *INSTITUTIONALIZED (PERSONS); *MENTALLY HANDICAPPED; *MEXICAN AMERICANS; URBAN ENVIRONMENT

JOURNAL CITATION: MENTAL RETARDATION; 10; 5; 3-5

ACCESSION NUMBER: EJ068347

PUBLICATION DATE: F 71

TITLE: TOWARD A PERSPECTIVE ON CHICANO HISTORY

PERSONAL AUTHOR: GOMEZ-QUINONES, JUAN

DESCRIPTOR: BIOGRAPHIES; COMMUNITY; CULTURAL FACTORS; INTERDISCIPLINARY APPROACH; *LITERARY PERSPECTIVE; *LITERATURE REVIEWS; METHODS; *MEXICAN AMERICAN HISTORY; *SPANISH AMERICAN LITERATURE

THE DELIMITING OF CHICANO HISTORY, THE APPROACHES, THE LITERATURE (1600-1970), PERIODIZATION, AND METHODS ARE DISCUSSED. (NQ)

JOURNAL CITATION: AZTLAN; 2; 2; 1-49

ACCESSION NUMBER: EJ068596

PUBLICATION DATE: DEC 72

TITLE: SPANISH TEACHERS AND SPANISH SPEAKING MINORITIES

PERSONAL AUTHOR: WARD, JAMES H.

DESCRIPTOR: BILINGUAL STUDENTS; GRAMMAR; *LANGUAGE INSTRUCTION; LANGUAGE TEACHERS; MINORITY GROUPS; NATIVE SPEAKERS; *SPANISH; *SPANISH SPEAKING

JOURNAL CITATION: HISPANIA; 55; 4; 893-895

ACCESSION NUMBER: EJ068597

PUBLICATION DATE: DEC 72

TITLE: EVALUATION DURING DEVELOPMENT OF SPANISH MATERIALS ON THE KINDERGARTEN AND FIRST GRADE LEVEL

PERSONAL AUTHOR: MOLINA, HUBERT

DESCRIPTOR: BILINGUAL STUDENTS; CURRICULUM DEVELOPMENT; *FLES; INSTRUCTIONAL MATERIALS; *LANGUAGE INSTRUCTION; MINORITY GROUPS; *SPANISH; SPANISH SPEAKING

JOURNAL CITATION: HISPANIA; 55; 4; 898-903

ACCESSION NUMBER: EJ068631

PUBLICATION DATE: NOV 72

TITLE: ACADEMIC LIBRARY SERVICES FOR MEXICAN AMERICANS

PERSONAL AUTHOR: HARO, ROBERT P.

DESCRIPTOR: COLLEGE LIBRARIES; *LIBRARY SERVICES; *MEXICAN AMERICANS; *UNIVERSITY LIBRARIES

LIBRARIANS SHOULD BE DEEPLY COMMITTED TO HELPING CHICANO STUDENTS BETTER THEMSELVES AND SECURE THE FULL BENEFIT OF THEIR COLLEGE EDUCATION. (16 REFERENCES) (AUTHOR)

JOURNAL CITATION: COLLEGE AND RESEARCH LIBRARIES; 33; 6; 454-462

ACCESSION NUMBER: EJ068713

PUBLICATION DATE: F 71

TITLE: LIBRARY SERVICES AND CHICAGO PERIODICALS: A CRITICAL LOOK AT LIBRARIANSHIP

PERSONAL AUTHOR: CABELLO-ARGANDONA, ROBERTO; AND OTHERS

DESCRIPTOR: *BIBLIOGRAPHIES; *LIBRARY SCIENCE; *LIBRARY SERVICES; *MEXICAN AMERICANS; *PERIODICALS

ABOUT 206 TITLES OF CHICANO PERIODICALS BEING PUBLISHED THROUGHOUT THE SOUTHWEST ARE LISTED. (NQ)

JOURNAL CITATION: AZTLAN; 2; 2; 151-72

ACCESSION NUMBER: EJ068788

PUBLICATION DATE: SEP 72

TITLE: PROGRESS REPORT--THE QUEST FOR EQUITY

PERSONAL AUTHOR: LOVELL, MALCOLM R., JR.

DESCRIPTOR: *DISADVANTAGED GROUPS; *EQUAL OPPORTUNITIES (JOBS); GOVERNMENT ROLE; LABOR FORCE; *MANPOWER DEVELOPMENT; *MIGRANT WORKER PROJECTS; *SPANISH AMERICANS; SPANISH SPEAKING

DESCRIBES GOVERNEMENT'S EFFORTS TO INCREASE THE PARTICIPATION OF SPANISH-SPEAKING PEOPLE IN MANPOWER PROGRAMS. (MF)

JOURNAL CITATION: MANPOWER; 4; 9; 2-6

ACCESSION NUMBER: EJ068851

PUBLICATION DATE: NOV 72

TITLE: BIENVENIDOS MEXICAN-AMERICANS HAIL OPENING OF OCCUPATIONAL CENTER

PERSONAL AUTHOR: SMITH, JEAN LOVELL

DESCRIPTOR: CULTURALLY DISADVANTAGED; EDUCATIONAL PROGRAMS; *JOB TRAINING; *MEXICAN AMERICANS; TECHNICAL EDUCATION; *VOCATIONAL EDUCATION; VOCATIONAL REHABILITATION; *VOCATIONAL TRAINING CENTERS; WORK EXPERIENCE PROGRAMS

IDENTIFIER: *EAST LOS ANGELES OCCUPATIONAL CENTER

MEXICAN AMERICANS HAIL NEW OCCUPATIONAL CENTER. (EDITOR)

JOURNAL CITATION: AMERICAN VOCATIONAL JOURNAL; 47; 8; 44-46

ACCESSION NUMBER: EJ068932

PUBLICATION DATE: SPR/SUM 72

TITLE: AN OVERVIEW OF RESEARCH ON BILINGUALISM

PERSONAL AUTHOR: TAYLOR, MARIE E.

DESCRIPTOR: ACHIEVEMENT; BICULTURALISM; *BILINGUALISM; EXPERIMENTAL PROGRAMS; *LITERATURE REVIEWS; MOTIVATION; *RESEARCH; *SECOND LANGUAGE LEARNING; SPANISH SPEAKING; SUCCESS FACTORS

JOURNAL CITATION: JOURNAL OF MEXICAN AMERICAN STUDIES; 1; 3-4; 136-56

ACCESSION NUMBER: EJ069001 BEST COPY AVAILABLE

PUBLICATION DATE: F 71

TITLE: FACTORS RELATING TO PROPERTY OWNERSHIP OF CHICANOS IN LINCOLN HEIGHTS, LOS ANGELES

PERSONAL AUTHOR: GONZALEZ, GILBERT G.

DESCRIPTOR: *COMMUNITY STUDY; DEMOGRAPHY; LAND SETTLEMENT; *MEXICAN AMERICANS; OCCUPATIONS; *POPULATION TRENDS; *PROPERTY APPRAISAL; URBAN AREAS

IDENTIFIER: ITALIANS; *LOS ANGELES

JOURNAL CITATION: AZTLAN; 2; 2; 107-43

ACCESSION NUMBER: EJ069144

PUBLICATION DATE: W 71

TITLE: GUIDELINES FOR EMPLOYMENT IN CHICANO STUDIES

PERSONAL AUTHOR: TRUJILLO, MARCELLA L.

DESCRIPTOR: CRITERIA; *EDUCATIONAL BACKGROUND; *EMPLOYMENT QUALIFICATIONS; *ETHNIC STUDIES; *GUIDELINES; *MEXICAN AMERICANS; PERSONALITY

IDENTIFIER: CHICANO STUDIES

JOURNAL CITATION: EPOCA: THE NATIONAL CONCILIO FOR CHICANO STUDIES JOURNAL; 1; 2; 60-5

ACCESSION NUMBER: EJ069219

PUBLICATION DATE: W 71

TITLE: CHICANISMO

PERSONAL AUTHOR: MARTINEZ, THOMAS M.

DESCRIPTOR: *BACKGROUND; *CULTURAL DIFFERENCES; *DEFINITIONS; ETHICAL VALUES; *MEXICAN AMERICANS; *PERSONAL VALUES

AN ATTEMPT TO EXPLAIN SUBSTANCE OF CHICANISMO. (NQ)

JOURNAL CITATION: EPOCA: THE NATIONAL CONCILIO FOR CHICANO STUDIES JOURNAL; 1; 2; 35-9

ACCESSION NUMBER: EJ069406

PUBLICATION DATE: W 71

TITLE: STUDENT PERSPECTIVES ON MEXICAN/AMERICAN STUDIES

PERSONAL AUTHOR: HERNANDEZ, HUMBERTO; AND OTHERS

DESCRIPTOR: CRITERIA; CURRICULUM; *ETHNIC STUDIES; *MEXICAN AMERICANS; ORGANIZATIONS (GROUPS); *POLITICAL POWER; *PROGRAM DESCRIPTIONS; PROGRAM DEVELOPMENT; *STUDENT ROLE

IDENTIFIER: *TEXAS

JOURNAL CITATION: EPOCA: THE NATIONAL CONCILIO FOR CHICANO STUDIES JOURNAL; 1; 2; 87-96

ACCESSION NUMBER: EJ069478

PUBLICATION DATE: W 71

TITLE: CRITICAL AREAS OF NEED FOR RESEARCH AND SCHOLASTIC STUDY

PERSONAL AUTHOR: ELIZONDO, SERGIO D.

DESCRIPTOR: *CULTURAL EDUCATION; *CURRICULUM DEVELOPMENT; EDUCATIONAL RESOURCES; *ETHNIC STUDIES; HISTORY; *MEXICAN AMERICANS; *NEEDS; RESEARCH NEEDS; SOCIAL SCIENCES

SPECIFIC SUGGESTIONS FOR STRENGTHENING THE CURRICULA AND THE TYPES OF PROGRAMS IN OPERATION DEALING WITH CHICANO STUDIES ARE OFFERED. (NQ)

JOURNAL CITATION: EPOCA: THE NATIONAL CONCILIO FOR CHICANO STUDIES JOURNAL; 1; 2; 1-7

ACCESSION NUMBER: EJ069479

PUBLICATION DATE: W 71

TITLE: THE ESTABLISHMENT AND ADMINISTRATION OF A MASTER'S PROGRAM IN CHICANO STUDIES AT THE UNIVERSITY OF COLORADO

PERSONAL AUTHOR: RAMIREZ, SALVADOR

DESCRIPTOR: BACKGROUND; CRITERIA; EDUCATIONAL PHILOSOPHY; ENROLLMENT; *ETHNIC STUDIES; *MASTERS DEGREES; *MEXICAN AMERICANS; *PROGRAM DEVELOPMENT

IDENTIFIER: CHICANO STUDIES; *COLORADO UNIVERSITY

JOURNAL CITATION: EPOCA: THE NATIONAL CONCILIO FOR CHICANO STUDIES JOURNAL; 1; 2; 39-50

ACCESSION NUMBER: EJ069480

PUBLICATION DATE: W 71

TITLE: THE ESTABLISHMENT OF A CHICANO STUDIES PROGRAM AND ITS RELATION TO THE TOTAL CURRICULUM OF A COLLEGE OR UNIVERSITY

PERSONAL AUTHOR: WILDE, RICHARD H.

DESCRIPTOR: COLLEGES; CURRICULUM; *EDUCATIONAL PROBLEMS; *ETHNIC STUDIES; FINANCIAL SUPPORT; *MEXICAN AMERICANS; *PROGRAM DEVELOPMENT; *RELEVANCE (EDUCATION); UNIVERSITIES

IDENTIFIER: CALIFORNIA STATE COLLEGE AT LONG BEACH

JOURNAL CITATION: EPOCA: THE NATIONAL CONCILIO FOR CHICANO STUDIES JOURNAL; 1; 2; 70-8

ACCESSION NUMBER: EJ069481

PUBLICATION DATE: W 71

TITLE: THE IMPLEMENTATION OF MEXICAN-AMERICAN STUDIES IN TEXAS COLLEGES AND UNIVERSITIES

PERSONAL AUTHOR: RIVERA, JULIUS

DESCRIPTOR: COMMUNICATION (THOUGHT TRANSFER); COMMUNITY INFLUENCE; *ETHNIC STUDIES; *HIGHER EDUCATION; INTERDISCIPLINARY APPROACH; *MEXICAN AMERICANS; OBJECTIVES; *PROGRAM DEVELOPMENT; TEXTBOOK CONTENT

IDENTIFIER: *TEXAS

JOURNAL CITATION: EPOCA: THE NATIONAL CONCILIO FOR CHICANO STUDIES JOURNAL; 1; 2; 79-86

ACCESSION NUMBER: EJ069496

PUBLICATION DATE: DEC 72

TITLE: VIEWPOINTS: CHICANO

PERSONAL AUTHOR: ESQUERRA, MARIA ANTONIA

DESCRIPTOR: *CATHOLIC SCHOOLS; *CULTURAL BACKGROUND; EDUCATIONAL CHANGE; *ENGLISH (SECOND LANGUAGE); *MEXICAN AMERICANS; *SPANISH SPEAKING

AUTHOR SUGGESTS THAT EDUCATORS TEACHING IN AREAS OF LARGE NUMBERS OF SPANISH-SPEAKING PEOPLE SHOULD TRY TO ADD A LATIN DIMENSION WHENEVER AND WHEREVER IT IS APPRORIATE. LATIN-AMERICAN ADULTS AND YOUTH SHOULD BECOME INVOLVED--AND THEY WANT TO BECOME INVOLVED--IN THE SCHOOL AS RESOURCE PERSONS, TEACHER AIDES AND SPECIAL OCCASION SPEAKERS. (AUTHOR/CB)

JOURNAL CITATION: MOMENTUM; 3; 4; 46-9

ACCESSION NUMBER: EJ069574

PUBLICATION DATE: W 71

TITLE: WHAT ARE THE OBJECTIVES OF CHICANO STUDIES?

PERSONAL AUTHOR: GUERRA, MANUEL H.

DESCRIPTOR: ACADEMIC EDUCATION; *CULTURAL EDUCATION; *CURRICULUM; *EDUCATIONAL OBJECTIVES; *ETHNIC STUDIES; INTERDISCIPLINARY APPROACH; *MEXICAN AMERICANS

IDENTIFIER: CHICANO STUDIES

JOURNAL CITATION: EPOCA: THE NATIONAL CONCILIO FOR CHICANO STUDIES JOURNAL; 1; 2; 8-12

ACCESSION NUMBER: EJ069575

PUBLICATION DATE: W 71

TITLE: OBJECTIVES OF CHICANO STUDIES

PERSONAL AUTHOR: MACIAS, REYNALDO; AND OTHERS

DESCRIPTOR: COMMUNITY RELATIONS; *EDUCATIONAL PHILOSOPHY; *ETHNIC STUDIES; INDIVIDUAL POWER; INSTITUTIONAL SCHOOLS; *MEXICAN AMERICANS; *OBJECTIVES

IDENTIFIER: *CHICANO STUDIES

THE OBJECTIVES OF CHICANO STUDIES AS A PHILOSOPHY OF EDUCATION, AS A SYSTEM OF INSTITUTIONAL UNITS, AND AS A METHOD OF RELATING TO THE INDIVIDUAL CHICANO, TO THE CHICANO COMMUNITY, AND TO THE SOCIETY ARE DISCUSSED. (NQ)

JOURNAL CITATION: EPOCA: THE NATIONAL CONCILIO FOR CHICANO STUDIES JOURNAL; 1; 2; 31-4

ACCESSION NUMBER: EJ069576

PUBLICATION DATE: W 71

TITLE: RESEARCH AND SCHOLARLY ACTIVITY

PERSONAL AUTHOR: SAMORA, JULIAN; GALARZA, ERNESTO

DESCRIPTOR: *ACADEMIC EDUCATION; *EDUCATIONAL NEEDS; *EDUCATIONAL RESEARCH; ETHNIC STUDIES; GRADUATE STUDY; *HIGHER EDUCATION; *MEXICAN AMERICANS

EIGHT CATEGORIES OF DEMANDS BEING MADE BY MEXICAN AMERICAN STUDENTS IN HIGHER EDUCATION ARE DISCUSSED, AND SOME LEADING QUESTIONS WHICH ARISE IN EACH CATEGORY ARE PRESENTED. (NQ)

JOURNAL CITATION: EPOCA: THE NATIONAL CONCILIO FOR CHICANO STUDIES JOURNAL; 1; 2; 51-4

ACCESSION NUMBER: EJ069661

PUBLICATION DATE: W 71

TITLE: LA RAZA COMMUNITY AND CHICANO STUDIES

PERSONAL AUTHOR: SANCHEZ, LIONEL

DESCRIPTOR: ADULT EDUCATION; COMMUNICATION PROBLEMS; *COMMUNITY INFLUENCE; EDUCATIONAL PROBLEMS; *ETHNIC STUDIES; HIGHER EDUCATION; *MEXICAN AMERICANS; *MIGRANTS; ORGANIZATIONS (GROUPS)

IDENTIFIER: *CHICANO STUDIES

JOURNAL CITATION: EPOCA: THE NATIONAL CONCILIO FOR CHICANO STUDIES JOURNAL; 1; 2; 55-9

ACCESSION NUMBER: EJ069719

PUBLICATION DATE: W 72

TITLE: A ¬BOOTSTRAP'' SCALING TECHNIQUE

PERSONAL AUTHOR: PIERCE, ROBERT C.; AND OTHERS

DESCRIPTOR: *ACCULTURATION; COGNITIVE MEASUREMENT; COMPARATIVE ANALYSIS; *JAPANESE AMERICANS; *MEASUREMENT; *MEXICAN AMERICANS; *SOCIOMETRIC TECHNIQUES

A PICTORIAL, LANGUAGE-FREE METHOD FOR ASSESSING SOME OF THE COGNITIVE ASPECTS OF ACCULTURATION IS PRESENTED, AND A PRACTICAL AND INEXPENSIVE SCALING TECHNIQUE IS DESCRIBED WHICH IS GUARANTEED TO PROVIDE INTERNAL CONSISTENCY EVEN WHERE THE QUANTITIES HAVE NOT PREVIOUSLY BEEN MEASURED. (AUTHOR/EF)

JOURNAL CITATION: HUMAN ORGANIZATION; 31; 4; 403-10

ACCESSION NUMBER: EJ070316

PUBLICATION DATE: OCT 72

TITLE: TREATMENT OF MEXICAN AMERICAN HISTORY IN HIGH SCHOOL TEXT-BOOKS

PERSONAL AUTHOR: GAINES, JOHN S.

DESCRIPTOR: *HIGH SCHOOL CURRICULUM; *HISTORY TEXTBOOKS; *MEXICAN AMERICAN HISTORY; MEXICAN AMERICANS; POLITICAL ISSUES; *TEXTBOOK BIAS; *TEXTBOOK CONTENT; TEXTBOOK EVALUATION; TEXTBOOK RESEARCH; UNITED STATES HISTORY

REPORTS THE RESULTS OF AN EXAMINATION OF THE CONTENTS OF MAJOR TEXTBOOKS IN ORDER TO DETERMINE THE EXTENT, ACCURACY, AND OBJECTIVITY OF MEXICAN AMERICAN HISTORY AT THE HIGH SCHOOL LEVEL IN RECENT YEARS. (AUTHOR/JM)

JOURNAL CITATION: CIVIL RIGHTS DIGEST; 5; 3; 35-40

ACCESSION NUMBER: EJ070291

PUBLICATION DATE: OCT-NOV 72

TITLE: STATISTICS

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; *DROPOUT RATE; *MEXICAN AMERICANS; *NATIONAL SURVEYS; STATISTICAL SURVEYS; *STATISTICS

BASIC FACTS ABOUT CHICANOS FROM THE U.S. OFFICE OF EDUCATION. (EDITOR)

JOURNAL CITATION: EDCENTRIC; 20-23

ACCESSION NUMBER: EJ070322

PUBLICATION DATE: OCT 72

TITLE: COUNSELING THE CHICANITO

PERSONAL AUTHOR: BARRON, PEPE

DESCRIPTOR: BILINGUAL EDUCATION; *COUNSELING; COUNSELOR ROLE; *CULTURAL DIFFERENCES; *CURRICULUM DEVELOPMENT; EDUCATIONAL THEORIES; *ETHNIC GROUPS; *MEXICAN AMERICANS

THE AUTHOR PRESENTS A CASE FOR FINDING AND SUPPORTING A NEW EDUCATIONAL APPROACH THAT WILL ASSIST CHICANO YOUTH (BY)

JOURNAL CITATION: JOURNAL OF NON-WHITE CONCERNS IN PERSONNEL AND GUIDANCE; 1; 1; 24-30

ACCESSION NUMBER: EJ070348

PUBLICATION DATE: W 71

TITLE: THE ROLE OF THE CHICANO STUDENT

DESCRIPTOR: ACTIVISM; CAMPUSES; *ETHNIC STUDIES; *HIGHER EDUCATION; *MEXICAN AMERICANS; ORGANIZATIONS (GROUPS); *STUDENT ROLE

IDENTIFIER: *CHICANO STUDIES

JOURNAL CITATION: EPOCA: THE NATIONAL CONCILIO FOR CHICANO STUDIES JOURNAL; 1; 2; 18-22

ACCESSION NUMBER: EJ070408

PUBLICATION DATE: OCT-NOV 72

TITLE: CHICANITO IN CHECKMATE

PERSONAL AUTHOR: DE ANDA, DIANE

DESCRIPTOR: *CULTURE CONFLICT; *EDUCATIONAL DISADVANTAGEMENT; *MEXICAN AMERICANS; SECONDARY EDUCATION; SPANISH SPEAKING; *STUDENT EXPERIENCE; *STUDENT NEEDS

DISCUSSES THE CONFLICTS CHICANO CHILDREN FACE IN ACCEPTING BOTH THEIR NATIVE SPANISH CULTURE AND THE ANGLO CULTURE OF PUBLIC EDUCATION. (PG)

JOURNAL CITATION: EDCENTRIC; 24-27

ACCESSION NUMBER: EJ070526

PUBLICATION DATE: OCT-NOV 72

TITLE: CINCO EXEMPLOS

PERSONAL AUTHOR: KALVELAGE, JOAN

DESCRIPTOR: *AMERICAN INDIAN CULTURE; COLLEGES; EDUCATIONAL OBJECTIVES; *HIGHER EDUCATION; MINORITY GROUPS; RURAL EDUCATION; *RURAL SCHOOLS; *SECONDARY EDUCATION; *SPANISH AMERICANS

OFFERS A DESCRIPTION OF 5 SOUTHWESTERN INSTITUTIONS SERVING AMERICAN INDIAN AND CHICANO STUDENTS; TLATELOLCO FIELD STUDY CENTER, CASA DE LA RAZA, FARMWORKERS COMMUNITY SCHOOL, COLEGIO JACINTO TREVINO AND DEGANAWIDAH-QUETZALCOATL UNIVERSITY (DQU). (PG)

JOURNAL CITATION: EDCENTRIC; 4-7,28-42

ACCESSION NUMBER: EJ070555

PUBLICATION DATE: FEB 73

TITLE: THE NEW STUDENT IN 1973

PERSONAL AUTHOR: KNOELL, DOROTHY M.

DESCRIPTOR: COLLEGE FACULTY; CURRICULUM DEVELOPMENT; DISADVANTAGED YOUTH; *JUNIOR COLLEGE STUDENTS; *JUNIOR COLLEGES; MEXICAN AMERICANS; *MINORITY GROUPS; NEGROES; SPANISH SPEAKING; SPECIAL PROGRAMS

JOURNAL CITATION: COMMUNITY AND JUNIOR COLLEGE JOURNAL; 43; 5; 39-41

ACCESSION NUMBER: EJ070630

PUBLICATION DATE: W 71

TITLE: THE ROLE OF THE CHICANO STUDENT IN THE CHICANO STUDIES PROGRAM

PERSONAL AUTHOR: LOPEZ, MANUEL I.

DESCRIPTOR: *ETHNIC STUDIES; *MEXICAN AMERICANS; *STUDENT ROLE

IDENTIFIER: *CHICANO STUDIES

JOURNAL CITATION: EPOCA: THE NATIONAL CONCILIO FOR CHICANO STUDIES JOURNAL; 1; 2; 13-7

ACCESSION NUMBER: EJ070652

PUBLICATION DATE: W 71

TITLE: CRITERIA FOR EMPLOYMENT OF CHICANO STUDIES STAFF

PERSONAL AUTHOR: NUNEZ, RENE

DESCRIPTOR: *CRITERIA; EMPLOYMENT OPPORTUNITIES; *ETHNIC STUDIES; *MEXICAN AMERICANS; *PERSONNEL SELECTION; STUDENT ROLE

IDENTIFIER: *CHICANO STUDIES

JOURNAL CITATION: EPOCA: THE NATIONAL CONCILIO FOR CHICANO STUDIES JOURNAL; 1; 2; 23-30

ACCESSION NUMBER: EJ070805

PUBLICATION DATE: SUM 72

TITLE: LA RAZA INFLUENCE IN JAZZ

PERSONAL AUTHOR: ARROYO, RONALD D.

DESCRIPTOR: BANDS (MUSIC); *HISTORY; *JAZZ; *MEXICAN AMERICANS; *MUSICIANS; *RACE INFLUENCES

JOURNAL CITATION: EL GRITO; 5; 4; 80-4

ACCESSION NUMBER: EJ071277

PUBLICATION DATE: JAN 73

TITLE: ANGLO AMERICAN TEACHERS, MEXICAN AMERICAN STUDENTS, AND DISSONANCE IN OUR SCHOOLS

PERSONAL AUTHOR: DRAKE, DIANA MACK

DESCRIPTOR: ANGLO AMERICANS; *BILINGUAL STUDENTS; EDUCATIONAL PROBLEMS; *ELEMENTARY EDUCATION; MEXICAN AMERICANS; MINORITY GROUPS; *SPANISH SPEAKING; *SPANISH SPEAKING

IDENTIFIER: *BILINGUAL PROGRAMS

JOURNAL CITATION: ELEMENTARY SCHOOL JOURNAL; 73; 4; 207-212

ACCESSION NUMBER: EJ071697

PUBLICATION DATE: SUM 72

TITLE: TERESA URREA: HER LIFE, AS IT AFFECTED THE MEXICAN-U.S. FRONTIER

PERSONAL AUTHOR: RODRIGUEZ, RICHARD; RODRIGUEZ, GLORIA L.

DESCRIPTOR: *AMERICAN INDIANS; *BIOGRAPHIES; MEDICAL CONSULTANTS; *MEXICAN AMERICAN HISTORY; MEXICANS; *UNITED STATES HISTORY

IDENTIFIER: *URREA (TERESA)

JOURNAL CITATION: EL GRITO; 5; 4; 48-68

ACCESSION NUMBER: EJ071705

PUBLICATION DATE: FEB 73

BEST COPY AVAILABLE

TITLE: CHICANO--BRIGHT-EYED, BILINGUAL, BROWN, AND BEAUTIFUL

PERSONAL AUTHOR: CARDENAS, BLANDINA; CARDENAS, JOSE A.

DESCRIPTOR: *ACADEMIC PERFORMANCE; *BILINGUAL STUDENTS; *INSTRUCTIONAL PROGRAMS; *MEXICAN AMERICANS; *SELF CONCEPT; STUDENT CHARACTERISTICS

IDENTIFIER: SAN ANTONIO; TEXAS

AN INSTRUCTIONAL PROGRAM IS DESCRIBED WHICH LEADS TO INCREASING THE SELF CONFIDENCE OF CHICANO CHILDREN IN THE EDGEWOOD INDEPENDENT SCHOOL DISTRICT, SAN ANTONIO, TEXAS. (CB)

JOURNAL CITATION: TODAY'S EDUCATION; 62; 2; 49-51

ACCESSION NUMBER: EJ071859

PUBLICATION DATE: 72

TITLE: BILINGUAL EDUCATION--NO BICULTURAL EDUCATION--YES

PERSONAL AUTHOR: DOBBERT, MARION L.

DESCRIPTOR: *BILINGUAL EDUCATION; *CROSS CULTURAL STUDIES; *CULTURAL AWARENESS; *CULTURAL PLURALISM; *MEXICAN AMERICANS; TEACHER ATTITUDES; TEACHER QUALIFICATIONS

EXAMINES THE ISSUES OF HERITAGE AND LIFE STYLE, SINCE FEW SCHOOL PERSONS ARE TRAINED TO DEAL WITH THE MATTERS INVOLVED IN THE DIFFERING LIFE STYLES OF MEXICAN-AMERICAN CHILDREN. (DM)

JOURNAL CITATION: ILLINOIS JOURNAL OF EDUCATION; 63; 4; 5-9

ACCESSION NUMBER: EJ071963

PUBLICATION DATE: SUM 72

TITLE: TOWARD A TRUE CHICANO BIBLIOGRAPHY--PART II

PERSONAL AUTHOR: RIOS C., HERMINIO

DESCRIPTOR: *BIBLIOGRAPHIES; *MEXICAN AMERICANS; *NEWSPAPERS

IDENTIFIER: *SOUTHWEST

AN ADDITION TO THE BIBLIOGRAPHY PUBLISHED IN THE SUMMER 1970 ISSUE OF EL GRITO (VOL. III, NO. 4, PP. 17-24), THIS BIBLIOGRAPHY CONTAINS A LISTING OF 185 ADDITIONAL MEXICAN AMERICAN NEWSPAPERS PUBLISHED BETWEEN 1881 AND 1958. (NQ)

JOURNAL CITATION: EL GRITO; 5; 4; 38-47

ACCESSION NUMBER: EJ072391

PUBLICATION DATE: MAR 73

TITLE: ANOTHER DISTRICT EXPERIMENTS WITH A 45-15 PLAN

PERSONAL AUTHOR: BAKER, JAMES; JOHNSON, VIOLA D.

DESCRIPTOR: *EDUCATIONAL FINANCE; ELEMENTARY SCHOOLS; MEXICAN AMERICANS; *ORGANIZATIONAL CHANGE; *SCHOOL COMMUNITY RELATIONSHIP; *SCHOOL SCHEDULES; SPACE UTILIZATION; *YEAR ROUND SCHOOLS

IDENTIFIER: CALIFORNIA; PAJARO VALLEY UNIFIED SCHOOL DISTRICT

THE 45-15 PLAN IN THIS CALIFORNIA SCHOOL DISTRICT IS EDUCATING FOUR YOUNGSTERS IN A SPACE DESIGNED FOR THREE WITH NO OVERCROWDING, IS ELIMINATING DOUBLE SESSIONS, AND IS RELIEVING TAXPAYERS OF THE IMMEDIATE NEED TO BUILD MORE SCHOOLS BY MAKING FULLER USE OF SCHOOLS THAT ALREADY EXIST. (AUTHOR)

JOURNAL CITATION: SCHOOL MANAGEMENT; 17; 3; 21-24

ACCESSION NUMBER: EJ073148

PUBLICATION DATE: F 72

TITLE: THE EFFECTS OF THREE PRESCHOOL INTERVENTION PROGRAMS ON THE DEVELOPMENT OF AUTONOMY IN MEXICAN-AMERICAN AND NEGRO CHILDREN

PERSONAL AUTHOR: KUZMA, KAY J.; STERN, CAROLYN

DESCRIPTOR: COGNITIVE DEVELOPMENT; DISADVANTAGED YOUTH; EARLY CHILDHOOD; *EARLY CHILDHOOD EDUCATION; *EXCEPTIONAL CHILD RESEARCH; *INTERVENTION; *MEXICAN AMERICANS; MINORITY GROUPS; *NEGRO YOUTH; PSYCHOLOGICAL NEEDS

COMPARED WERE THE EFFECT OF BOTH A PRESCHOOL PROGRAM DEVELOPED TO FOSTER AUTONOMOUS BEHAVIORS AND A COGNITIVELY ORIENTED STRUCTURED PROGRAM ON THE AUTONOMY MEASURES OF 77 5-YEAR-OLD MEXICAN-AMERICAN OR NEGRO CHILDREN. (DB)

JOURNAL CITATION: JOURNAL OF SPECIAL EDUCATION; 6; 3; 197-206

ACCESSION NUMBER: EJ073783

PUBLICATION DATE: FEB 73

TITLE: RATES OF RETURN TO EDUCATION OF MEXICAN-AMERICANS AND EUROPEAN-AMERICANS IN SANTA CLARA COUNTY, CALIFORNIA

PERSONAL AUTHOR: BLAIR, PHILIP M.

DESCRIPTOR: COSTS; *DROPOUT RESEARCH; ECONOMIC PROGRESS; *ECONOMIC RESEARCH; *ETHNIC GROUPS; *INCOME; *INDIVIDUAL CHARACTERISTICS; *MEXICAN AMERICANS; MINORITY GROUPS; TABLES (DATA)

THIS STUDY EXAMINES THE EXTENT OF ETHNIC LABOR MARKET DISCRIMINATION MEASURABLE IN INCOMES AND RATES OF RETURN ON EDUCATION FOR MEXICAN-AMERICANS AND EUROPEAN-AMERICANS IN A LARGE INDUSTRIALIZED METROPOLITAN AREA. (AUTHOR)

JOURNAL CITATION: COMPARATIVE EDUCATION REVIEW; 17; 1; 26-43

ACCESSION NUMBER: EJ074021

PUBLICATION DATE: 73

TITLE: TESTIMONY GIVEN BEFORE THE CALIFORNIA LEGISLATURE JOINT COMMITTEE ON THE MASTER PLAN FOR HIGHER EDUCATION

DESCRIPTOR: EDUCATIONAL DISADVANTAGEMENT; *EDUCATIONAL LEGISLATION; EDUCATIONAL NEEDS; *EDUCATIONAL POLICY; *HIGHER EDUCATION; *MEXICAN AMERICANS; *STATE PROGRAMS

IDENTIFIER: SERVICIO PEDAGOGICO DE AZTLAN (SEPA)

JOURNAL CITATION: NEW SCHOOL OF EDUCATION JOURNAL; 2; 4,; 77-94

ACCESSION NUMBER: EJ074071

PUBLICATION DATE: MAR-APR 73

TITLE: TRUTHFUL TEXTBOOKS AND MEXICAN AMERICANS

PERSONAL AUTHOR: GURULE, KAY

DESCRIPTOR: AMERICAN HISTORY; CULTURAL FACTORS; *EDUCATIONAL IMPROVEMENT; *EDUCATIONAL POLICY; MEXICAN AMERICANS; *RACIAL DISCRIMINATION; *TEXTBOOK BIAS; *TEXTBOOK EVALUATION; TEXTBOOK PUBLICATIONS; TEXTBOOK SELECTION

BASED ON THE RESPONSE OF THE TEXTBOOK TASK FORCE, MEXICAN AMERICAN EDUCATION COMMISSION, (LOS ANGELES, CALIFORNIA) TO THE SUBMISSION OF SOCIAL SCIENCE TEXTS BY PUBLISHERS FOR ADOPTION BY THE CALIFORNIA STATE CURRICULUM COMMISSION. THE AUTHOR IS CHAIRWOMAN OF THE COMMISSION WHICH REJECTED ALL THE SOCIAL SCIENCE TEXTS SUBMITTED FOR EXAMINATION. (DM)

JOURNAL CITATION: INTEGRATED EDUCATION; 11; 2; 35-42

ACCESSION NUMBER: EJ074091

PUBLICATION DATE: JAN 73

TITLE: CARRASCOLENDAS--KLRN'S BILINGUAL SERIES

PERSONAL AUTHOR: BARRERA, AIDA

DESCRIPTOR: BILINGUAL EDUCATION; *CULTURAL EDUCATION; *EDUCATIONAL TELEVISION; *MEXICAN AMERICANS; PRIMARY GRADES; PROGRAM DESCRIPTIONS; *PROGRAMING (BROADCAST)

IDENTIFIER: *CARRASCOLENDAS

A BRIEF DESCRIPTION OF AN AWARD-WINNING TELEVISION SERIES WHICH SEEKS TO REINFORCE THE MEXICAN-AMERICAN CHILD'S ¬SENSE OF IDENTITY BY REFLECTING HIS ETHNIC COMPOSITION AND CULTURAL HERITAGE AS THEY RELATE TO HIS IMAGE OF HIMSELF AS AN AMERICAN.'' (AUTHOR/AK)

JOURNAL CITATION: EDUCATIONAL AND INDUSTRIAL TELEVISION; 5; 1; 23-25,33

ACCESSION NUMBER: EJ074287

PUBLICATION DATE: MAR 73

TITLE: TRENDS IN THE FERTILITY OF MEXICAN AMERICANS: 1950-1970

PERSONAL AUTHOR: BRADSHAW, BENJAMIN S.; BEAN, FRANK D.

DESCRIPTOR: DEMOGRAPHY; FAMILY PLANNING; *MEXICAN AMERICANS; *POPULATION EDUCATION; *POPULATION GROWTH; *REPRODUCTION (BIOLOGY); *SOCIAL INFLUENCES; STATISTICAL DATA

THE DATA PROVIDES LITTLE EVIDENCE TO SUPPORT THE THESIS THAT THE FERTILITY LEVELS OF THE ANGLO AND MEXICAN AMERICAN POPULATIONS HAVE SUBSTANTIALLY CONVERGED DURING THE LAST TWO DECADES. (AUTHOR)

JOURNAL CITATION: SOCIAL SCIENCE QUARTERLY; 53; 4; 688-696

ACCESSION NUMBER: EJ074411 **BEST COPY AVAILABLE**

PUBLICATION DATE: MAR 73

TITLE: THE SHORT AND TURBULENT LIFE OF CHICANO STUDIES: A PRELIMINARY STUDY OF EMERGING PROGRAMS AND PROBLEMS

PERSONAL AUTHOR: ROCHIN, REFUGIO I.

DESCRIPTOR: *CULTURAL EDUCATION; EDUCATIONAL NEEDS; *EDUCATIONAL PROGRAMS; ETHNIC STUDIES; *HIGHER EDUCATION; *MEXICAN AMERICANS; MINORITY GROUPS; *PROGRAM EVALUATION

THE RESULTS OF A QUESTIONNAIRE SENT TO DIRECTORS OF CHICANO STUDIES ON CAMPUSES IN THE INTERMOUNTAIN AREA AND WESTERN STATES INDICATED THAT THE FORERUNNERS OF A SIGNIFICANT CHICANO MOVEMENT ARE SUBJECT TO INTENSE PRESSURES IN UNIVERSITY COMMUNITIES. (AUTHOR/JB)

JOURNAL CITATION: SOCIAL SCIENCE QUARTERLY; 53; 4; 884-894

ACCESSION NUMBER: EJ074767

PUBLICATION DATE: OCT 72

TITLE: INFLUENCIA DEL BARROCO EN LA LITERATURA ACTUAL (THE INFLUENCE OF THE BAROQUE ON CONTEMPORARY LITERATURE)

PERSONAL AUTHOR: SASSONE, HELENA

DESCRIPTOR: *BAROQUE LITERATURE; LITERARY INFLUENCES; LITERARY STYLES; *SPANISH AMERICAN LITERATURE; *SPANISH LITERATURE; *TWENTIETH CENTURY LITERATURE

JOURNAL CITATION: CUADERNOS HISPANOAMERICANOS; 268; 147-160

ACCESSION NUMBER: EJ075028

PUBLICATION DATE: MAR 73

TITLE: SITUATIONAL VARIATION IN LANGUAGE PATTERNS OF MEXICAN AMERICAN BOYS AND GIRLS

PERSONAL AUTHOR: PATELLA, VICTORIA; KUVLESKY, WILLIAM P.

DESCRIPTOR: *BILINGUALISM; ETHNIC GROUPS; *LANGUAGE PATTERNS; LANGUAGE USAGE; *MEXICAN AMERICANS; *NATIVE SPEAKERS; *SPANISH SPEAKING

THIS STUDY FOUND THAT SPANISH WAS USED IN ALMOST ALL CASES WITH PARENTS AND THAT THE USE OF BOTH LANGUAGES WAS THE PREDOMINANT PATTERN FOR OTHER CASES, WITH SPANISH DECREASING AS THE SITUATION MOVES INTO THE SOCIAL STRATUM. GIRLS MORE THAN BOYS USED ENGLISH AND STUDENTS MORE OFTEN THAN DROPOUTS. (JB)

JOURNAL CITATION: SOCIAL SCIENCE QUARTERLY; 53; 4; 855-864

ACCESSION NUMBER: EJ075146

PUBLICATION DATE: MAR 73

TITLE: THE CHICANO FAMILY: A REVIEW OF RESEARCH

PERSONAL AUTHOR: MONTIEL, MIGUEL

DESCRIPTOR: *ETHNIC GROUPS; ETHNIC STUDIES; *EVALUATION; *FAMILY (SOCIOLOGICAL UNIT); FAMILY ROLE; *LITERATURE REVIEWS; *MEXICAN AMERICANS; SOCIALIZATION

NUMEROUS STUDIES OF CHICANO FAMILIES HAVE FOCUSED PRIMARILY ON PATHOLOGY, RATHER THAN ON THE DIVERSITY AND STRENGTHS DEVELOPED THROUGHOUT OFTEN TURBULENT HISTORICAL EVENTS OVER WHICH THEY HAD NO CONTROL. THE AUTHOR CAREFULLY DOCUMENTS THE FALLACIOUS PREMISES ON WHICH THE STUDIES ARE BASED AND OFFERS SUGGESTIONS FOR MORE REALISTIC FUTURE RESEARCH. (AUTHOR)

JOURNAL CITATION: SOCIAL WORK; 18; 2; 22-31

ACCESSION NUMBER: EJ075159

PUBLICATION DATE: MAR 73

TITLE: MEXICAN-AMERICAN READING HABITS AND THEIR CULTURAL BASIS

PERSONAL AUTHOR: JUSTIN, NEAL

DESCRIPTOR: *CULTURAL BACKGROUND; GRADE 12; MEASUREMENT INSTRUMENTS; *MEXICAN AMERICANS; *READING HABITS; READING MATERIALS; *READING RESEARCH; SECONDARY SCHOOL STUDENTS; SOCIOECONOMIC INFLUENCES; TEST RELIABILITY

JOURNAL CITATION: JOURNAL OF READING; 16; 6; 467-73

ACCESSION NUMBER: EJ075174

PUBLICATION DATE: MAR-APR 73

TITLE: MEXICAN AMERICANS AS A LEGAL MINORITY

DESCRIPTOR: BOARDS OF EDUCATION; *COURT LITIGATION; *ETHNIC GROUPS; *MEXICAN AMERICANS; *MINORITY GROUPS; RACIAL DISCRIMINATION; SCHOOL INTEGRATION; *SCHOOL SEGREGATION; SCHOOL ZONING

IDENTIFIER: TEXAS

CONTAINS EXTRACTS FROM A SCHOOL SEGREGATION CASE INVOLVING WHETHER MEXICAN-AMERICANS CONSTITUTE AN IDENTIFIABLE ETHNIC GROUP IN DESEGREGATION PROCEEDINGS, WHICH QUESTION WAS DECIDED IN THE AFFIRMATIVE. (DM)

JOURNAL CITATION: INTEGRATED EDUCATION; 11; 2; 68-74

ACCESSION NUMBER: EJ075432

PUBLICATION DATE: MAR 73

TITLE: HEALTH CARE COSTS AS A POLITICAL ISSUE: COMPARATIVE RESPONSES OF CHICANOS AND ANGLOS

PERSONAL AUTHOR: WEAVER, JERRY L.

DESCRIPTOR: *COSTS; ECONOMIC DISADVANTAGEMENT; HEALTH NEEDS; HEALTH PROGRAMS; *HEALTH SERVICES; *MEDICAL SERVICES; MEXICAN AMERICANS; *MINORITY GROUPS; POLITICAL ATTITUDES; *POLITICAL ISSUES

THIS STUDY REVEALS A COMMON OPINION REGARDING THE IMPORTANCE OF ADEQUATE HEALTH CARE AT REASONABLE COST FOR ALL CITIZENS, THAT IT IS A POLITICAL ISSUE. (JB)

JOURNAL CITATION: SOCIAL SCIENCE QUARTERLY; 53; 4; 846-854

ACCESSION NUMBER: EJ075478

PUBLICATION DATE: MAR 73

TITLE: THE ORIGINS OF MEXICAN AMERICAN SUBORDINATION IN TEXAS

PERSONAL AUTHOR: MCLEMORE, S. DALE

DESCRIPTOR: *CULTURAL INTERRELATIONSHIPS; *MEXICAN AMERICANS; MINORITY GROUPS; SOCIAL INTEGRATION; *SOCIAL STRUCTURE; *SOCIOECONOMIC STATUS; *UNITED STATES HISTORY

IDENTIFIER: TEXAS

EXAMINED HERE IS THE THEORY OF ETHNOCENTRISM, COMPETITION, AND DIFFERENTIAL POWER LEADING TO A STRATIFICATION OF POWER WITHIN A REGION OR UNIT OF PEOPLE. (JB)

JOURNAL CITATION: SOCIAL SCIENCE QUARTERLY; 53; 4; 656-670

ACCESSION NUMBER: EJ075479

PUBLICATION DATE: MAR 73

TITLE: CENSUS DATA AND THE PROBLEM OF CONCEPTUALLY DEFINING THE MEXICAN AMERICAN POPULATION

PERSONAL AUTHOR: HERNANDEZ, JOSE; AND OTHERS

DESCRIPTOR: *CENSUS FIGURES; *CULTURAL BACKGROUND; CULTURAL FACTORS; DEMOGRAPHY; *MEXICAN AMERICANS; MINORITY GROUPS; *POPULATION DISTRIBUTION; *UNITED STATES HISTORY

DEFINITIONS USED BY THE U. S. BUREAU OF THE CENSUS IN THE 1970 AND PREVIOUS ENUMERATIONS ARE EVALUATED FOR EFFECTIVENESS IN MEASURING THE POPULATION. RECOMMENDATIONS REGARDING THE USE OF PUBLISHED DATA IN SOCIAL SCIENCE RESEARCH ARE DRAWN, WITH SPECIAL EMPHASIS ON COMPARABILITY. (AUTHOR/JB)

JOURNAL CITATION: SOCIAL SCIENCE QUARTERLY; 53; 4; 671-687

ACCESSION NUMBER: EJ075480

PUBLICATION DATE: MAR 73

TITLE: ON THE COST OF BEING A MEXICAN AMERICAN WORKER

PERSONAL AUTHOR: POSTON, DUDLEY L.; ALVIREZ, DAVID

DESCRIPTOR: *LOW INCOME; *MEXICAN AMERICANS; MINORITY GROUPS; *RACIAL DISCRIMINATION; SALARIES; *SOCIAL INFLUENCES; SOCIAL STATUS; SOCIAL STRUCTURE; *SOCIOECONOMIC STATUS

COMPARING THE INCOMES OF ANGLOS WITH THOSE OF MEXICAN AMERICANS AMONG FULL-TIME MALE WORKERS IN THE SOUTHWESTERN UNITED STATES IN 1960 REVEALS THAT MORE THAN HALF THE DIFFERENCE RELATED TO OCCUPATIONAL AND EDUCATIONAL DIFFERENCES, BUT A SUBSTANTIAL RESIDUAL REMAINS WHICH IS INTERPRETED AS RESULTING FROM MINORITY STATUS. (AUTHOR/JB)

JOURNAL CITATION: SOCIAL SCIENCE QUARTERLY; 53; 4; 697-709

ACCESSION NUMBER: EJ075481

PUBLICATION DATE: MAR 73

TITLE: SOME FACTORS ASSOCIATED WITH INCOME AMONG MEXICAN AMERICANS

PERSONAL AUTHOR: WILLIAMS, J. ALLEN, JR.; AND OTHERS

DESCRIPTOR: *CULTURAL BACKGROUND; CULTURAL FACTORS; EDUCATIONAL DISADVANTAGEMENT; *MEXICAN AMERICANS; *SOCIAL DISCRIMINATION; SOCIAL STATUS; *SOCIAL STRUCTURE; SOCIOECONOMIC INFLUENCES; *SOCIOECONOMIC STATUS

THE FINDINGS IN THIS STUDY INDICATE THAT STATUS INHERITANCE AND EDUCATION EXPLAIN MORE INCOME DISCREPANCY THAN HAS BEEN FOUND IN EARLIER EXAMINATION (JB)

JOURNAL CITATION: SOCIAL SCIENCE QUARTERLY; 53; 4; 710-715

ACCESSION NUMBER: EJ075482

PUBLICATION DATE: MAR 73

TITLE: MEXICAN AMERICAN SELF-CONCEPT AND EDUCATIONAL ACHIEVEMENT: THE EFFECTS OF ETHNIC ISOLATION AND SOCIOECONOMIC DEPRIVATION

PERSONAL AUTHOR: FELICE, LAWRENCE G.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; EDUCATIONAL DISADVANTAGEMENT; *ETHNIC GROUPS; *MEXICAN AMERICANS; MINORITY GROUPS; *SELF CONCEPT; SOCIAL DISCRIMINATION; SOCIOECONOMIC STATUS

JOURNAL CITATION: SOCIAL SCIENCE QUARTERLY; 53; 4; 716-726

ACCESSION NUMBER: EJ075483

PUBLICATION DATE: MAR 73

TITLE: MIGRATION AND EDUCATIONAL ACHIEVEMENT OF MEXICAN AMERICN

PERSONAL AUTHOR: BRAWNER, MARLYN R.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; CULTURAL BACKGROUND; *EDUCATIONAL DISADVANTAGEMENT; EDUCATIONAL STATUS COMPARISON; ETHNIC GROUPS; *MEXICAN AMERICANS; MIGRANT EDUCATION; *MIGRANTS; MINORITY GROUPS; *URBANIZATION

THIS STUDY EXAMINES THE EFFECT A MOVE CITYWARD IS HAVING UPON THE ACHIEVEMENT OF MEXICAN AMERICAN CHILDREN; A COMPOUNDING EFFECT IS REGIONAL DIFFERENCE. (AUTHOR)

JOURNAL CITATION: SOCIAL SCIENCE QUARTERLY; 53; 4; 727-737

ACCESSION NUMBER: EJ075484

PUBLICATION DATE: MAR 73

TITLE: ETHNIC ATTITUDES AS A BASIS FOR MINORITY COOPERATION IN A SOUTHWESTERN METROPOLIS

PERSONAL AUTHOR: DAVIDSON, CHANDLER; GAITZ, CHARLES M.

DESCRIPTOR: CULTURAL BACKGROUND; CULTURAL INTERRELATIONSHIPS; *ETHNIC GROUPS; *MEXICAN AMERICANS; *MINORITY GROUPS; *SOCIAL INTEGRATION; SOCIAL STATUS; *URBAN AREAS; *URBAN STUDIES; URBANIZATION

JOURNAL CITATION: SOCIAL SCIENCE QUARTERLY; 53; 4; 738-748

ACCESSION NUMBER: EJ075485

PUBLICATION DATE: MAR 73

TITLE: THE ADJUSTMENT OF MEXICAN AMERICAN BARRIO FAMILIES TO FORCED HOUSING RELOCATION

PERSONAL AUTHOR: STODDARD, ELLWYN R.

DESCRIPTOR: *ADJUSTMENT (TO ENVIRONMENT); *HOUSING; HOUSING DISCRIMINATION; LOW RENT HOUSING; *MEXICAN AMERICANS; MINORITY GROUPS; PUBLIC HOUSING; *RELOCATION; URBAN RENEWAL

JOURNAL CITATION: SOCIAL SCIENCE QUARTERLY; 53; 4; 749-759

ACCESSION NUMBER: EJ075486

PUBLICATION DATE: MAR 73

TITLE: DIFFERENCES IN MANAGERS' ATTITUDES TOWARD MEXICAN AND NON-MEXICAN IN ORGANIZATIONAL AUTHORITY RELATIONS

PERSONAL AUTHOR: WHITEHEAD, CARLTON J.; KING, ALBERT S.

DESCRIPTOR: ADMINISTRATOR ATTITUDES; ATTITUDES; EMPLOYER EMPLOYEE RELATIONSHIP; *ETHNIC RELATIONS; *MEXICAN AMERICANS; *NEGATIVE ATTITUDES; *POWER STRUCTURE; RACE RELATIONS; *STEREOTYPES

JOURNAL CITATION: SOCIAL SCIENCE QUARTERLY; 53; 4; 760-771

ACCESSION NUMBER: EJ075487

PUBLICATION DATE: MAR 73

TITLE: VERTICAL TIES AND THE REDISTRIBUTION OF POWER IN CRYSTAL CITY

PERSONAL AUTHOR: MILLER, MICHAEL V.; PRESTON, JAMES D.

DESCRIPTOR: *COMMUNITY RELATIONS; *COMMUNITY STUDY; ETHNIC RELATIONS; GROUP RELATIONS; *MEXICAN AMERICANS; *MINORITY GROUPS; PARTICIPATION; POLITICAL ATTITUDES; POLITICAL SOCIALIZATION; *POWER STRUCTURE

THE EXAMINATION OF A CITY IN TEXAS PROVIDED DATA FOR THE SUPPORT OF THE THESIS THAT AN INCREASE IN VERTICAL TIES CONTRIBUTES TO THE DEVELOPMENT OF A PLURALISTIC POWER STRUCTURE WITHIN A COMMUNITY; THE TRADITIONAL POWER RELATIONS AND SUPPORTING NORMATIVE PATTERNS WITHIN THE ISOLATED MINORITY COMMUNITY SERVE TO INHIBIT COMPETITIVE POLITICAL ACTIVITY. (JB)

JOURNAL CITATION: SOCIAL SCIENCE QUARTERLY; 53; 4; 772-784

ACCESSION NUMBER: EJ075488

PUBLICATION DATE: MAR 73

TITLE: MEXICAN AMERICAN POLITICAL BEHAVIOR IN TEXAS

PERSONAL AUTHOR: MCCLESKEY, CLIFTON; MERRILL, BRUCE

DESCRIPTOR: CITIZENSHIP RESPONSIBILITY; CULTURAL BACKGROUND; *MEXICAN AMERICANS; MINORITY GROUPS; *PARTICIPATION; *POLITICAL AFFILIATION; *POLITICAL ATTITUDES; *POLITICAL SOCIALIZATION; POWER STRUCTURE

IDENTIFIER: TEXAS

THE DATA PRESENTED HERE INDICATES IMPROVED OPPORTUNITIES FOR A LARGER ROLE FOR MEXICAN AMERICANS IN TEXAS POLITICS AND MAY BE USED AS A BENCH MARK TO PERIODICALLY MEASURE THE RATE AND DIRECTION OF POLITICAL CHANGE. (AUTHOR)

JOURNAL CITATION: SOCIAL SCIENCE QUARTERLY; 53; 4; 785-798

ACCESSION NUMBER: EJ075489

PUBLICATION DATE: MAR 73

TITLE: POLITICAL PARTICIPATION AMONG MEXICAN AMERICANS: AN EXPLORATORY EXAMINATION

PERSONAL AUTHOR: WELCH, SUSAN; AND OTHERS

DESCRIPTOR: CITIZENSHIP RESPONSIBILITY; *MEXICAN AMERICANS; PARTICIPANT INVOLVEMENT; *PARTICIPATION; *POLITICAL ATTITUDES; *POLITICAL SOCIALIZATION; VOTING

JOURNAL CITATION: SOCIAL SCIENCE QUARTERLY; 53; 4; 799-813

ACCESSION NUMBER: EJ075490

PUBLICATION DATE: MAR 73

TITLE: ORIENTATIONS OF MEXICAN AMERICAN AND ANGLO CHILDREN TOWARD THE U. S. POLITICAL COMMUNITY

PERSONAL AUTHOR: GARCIA, F. CHRIS

DESCRIPTOR: *ANGLO AMERICANS; ATTITUDES; *CHILDREN; *MEXICAN AMERICANS; *NATIONALISM; ORIENTATION; POLITICAL ATTITUDES; *POLITICAL SOCIALIZATION

DIFFERENCES FOUND AMONG 1,200 SCHOOL CHILDREN IN CALIFORNIA WITH REGARD TO THEIR ATTACHMENT TO THE AMERICAN POLITICAL COMMUNITY ARE NOT LARGE, BUT DIVERGENCES THAT EMERGE APPEAR CONSISTENTLY. MEXICAN AMERICAN CHILDREN REVEAL A CULTURAL PRIDE IN MEXICO SUPPORTED BY AN EMOTIONAL ATTACHMENT TO AMERICA. (JB)

JOURNAL CITATION: SOCIAL SCIENCE QUARTERLY; 53; 4; 814-829

ACCESSION NUMBER: EJ075491

PUBLICATION DATE: MAR 73

TITLE: THE MILITANT CHALLENGE TO THE AMERICAN ETHOS: ¬CHICANOS'' AND ¬MEXICAN AMERICANS''

PERSONAL AUTHOR: GUTIERREZ, ARMANDO; HIRSCH, HERBERT

DESCRIPTOR: CULTURAL BACKGROUND; *IDENTIFICATION (PSYCHOLOGICAL); *MEXICAN AMERICANS; MINORITY GROUPS; *POLITICAL ATTITUDES; *ROLE PERCEPTION; *SELF CONCEPT

THIS STUDY WAS TO ASCERTAIN WHETHER STUDENTS WHO SELF IDENTIFY AS ¬CHICANOS'' DIFFER IN THEIR SOCIAL AND POLITICAL PERCEPTIONS FROM STUDENTS WHO SELF IDENTIFY AS ¬MEXICAN AMERICANS.'' THE FORMER GROUP TENDS TO HAVE A HIGHER LEVEL OF POLITICAL CONSCIOUSNESS. (AUTHOR/JB)

JOURNAL CITATION: SOCIAL SCIENCE QUARTERLY; 53; 4; 830-845

ACCESSION NUMBER: EJ075492

PUBLICATION DATE: MAR 73

TITLE: MILITANCY AMONG MEXICAN AMERICAN HIGH SCHOOL STUDENTS

PERSONAL AUTHOR: FRISBIE, PARKER

DESCRIPTOR: *ACTIVISM; *HIGH SCHOOL STUDENTS; *MEXICAN AMERICANS; MINORITY GROUPS; POLITICAL ATTITUDES; POLITICAL SOCIALIZATION; *STUDENT ATTITUDES; *STUDENT PARTICIPATION

IDENTIFIER: MILITANCY

THE THEORY THAT MILITANCY WAS FOUND TO VARY DIRECTLY AND SIGNIFICANTLY WITH THE LEVEL OF SPANISH-USE, PERCEPTION OF DISCRIMINATION, AND EXPECTANCY OF SUCCESS OF MILITANT ACTION AND TO BE A MORE LIKELY RESPONSE AMONG MALES THAN FEMALES WAS NOT SUPPORTED. (JB)

JOURNAL CITATION: SOCIAL SCIENCE QUARTERLY; 53; 4; 865-883

ACCESSION NUMBER: EJ075493

PUBLICATION DATE: MAR 73

TITLE: A CASE IN POINT: AN ETHNOMETHODOLOGICAL STUDY OF A POOR MEXICAN AMERICAN FAMILY

PERSONAL AUTHOR: RAMOS, REYES

DESCRIPTOR: *CULTURAL BACKGROUND; EDUCATIONALLY DISADVANTAGED; *FAMILY PROBLEMS; *FAMILY SCHOOL RELATIONSHIP; HELPING RELATIONSHIP; *MEXICAN AMERICANS; ONE PARENT FAMILY; *SOCIAL AGENCIES; SPANISH SPEAKING; STUDENT ATTITUDES

IT IS SUGGESTED THAT RESEARCHERS TAKE INTO ACCOUNT THE VARIOUS PROBLEMS AS SEEN BY MEXICAN AMERICAN FAMILIES WHEN MAKING DECISIONS RATHER THAN ASSUMING WHAT THE VARIABLES LEADING TO THOSE DECISIONS MIGHT BE. (JB)

JOURNAL CITATION: SOCIAL SCIENCE QUARTERLY; 53; 4; 905-919

ACCESSION NUMBER: EJ075494

PUBLICATION DATE: MAR 73

TITLE: THE PSYCHO-HISTORICAL AND SOCIOECONOMIC DEVELOPMENT OF THE CHICANO COMMUNITY IN THE UNITED STATES

PERSONAL AUTHOR: ALVAREZ, RODOLFO

DESCRIPTOR: *ACCULTURATION; CULTURAL BACKGROUND; *CULTURAL EDUCATION; HISTORICAL REVIEWS; *MEXICAN AMERICANS; MINORITY GROUPS; POLITICAL SOCIALIZATION; *SOCIOECONOMIC BACKGROUND; SOCIOECONOMIC INFLUENCES; *UNITED STATES HISTORY

AN ANALYSIS OF THE MEXICAN AMERICAN TODAY IN VIEW OF THE PROCESSES TO WHICH HE HAS HISTORICALLY BEEN SUBJECTED. (JB)

JOURNAL CITATION: SOCIAL SCIENCE QUARTERLY; 53; 4; 920-942

ACCESSION NUMBER: EJ075587

BEST COPY AVAILABLE

PUBLICATION DATE: W 73

TITLE: VARIABLES AFFECTING ACHIEVEMENT OF MIDDLE SCHOOL MEXICAN-AMERICAN STUDENTS

PERSONAL AUTHOR: HERNANDEZ, NORMA G.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; ACCULTURATION; *CULTURAL FACTORS; EDUCATIONAL DISADVANTAGEMENT; *EDUCATIONAL NEEDS; EDUCATIONAL RESEARCH; LANGUAGE USAGE; *MEXICAN AMERICANS; STUDENT MOTIVATION; *STUDENTS

THE STUDY REVEALED THAT EDUCATIONAL SYSTEMS HAVE NOT BEEN RESPONSIVE TO THE NEEDS OF INDIVIDUALS IN GENERAL, AND OF MINORITY GROUPS IN PARTICULAR WHO DEVIATE SIGNIFICANTLY FROM THE CHARACTERISTICS ¬OF THE MODAL STUDENT FOR WHOM THE CURRICULUM IS DESIGNED...'' (AUTHOR/JB)

JOURNAL CITATION: REVIEW OF EDUCATIONAL RESEARCH; 43; 1; 1-39

ACCESSION NUMBER: EJ076395

PUBLICATION DATE: MAR-APR 73

TITLE: EL MODERNISMO LITERARIO EN EL PARAGUAY (LITERARY MODERNISM IN PARAGUAY)

PERSONAL AUTHOR: AMARAL, RAUL

DESCRIPTOR: AUTHORS; IMPRESSIONISTIC CRITICISM; *MODERNISM; POETRY; PROSE; *SPANISH AMERICAN LITERATURE; *TWENTIETH CENTURY LITERATURE

IDENTIFIER: *PARAGUAY

JOURNAL CITATION: CUADERNOS AMERICANOS; 32; 2; 205-222

ACCESSION NUMBER: EJ076596

PUBLICATION DATE: F 72

TITLE: NUESTRA CIRCUNSTANCIA LINGUISTICA

PERSONAL AUTHOR: SANCHEZ, ROSAURA

DESCRIPTOR: BILINGUALISM; LANGUAGE CLASSIFICATION; *LANGUAGE STYLES; *LINGUISTIC PATTERNS; *MEXICAN AMERICANS; *REGIONAL DIALECTS; *SPANISH; STANDARD SPOKEN USAGE

WRITTEN IN SPANISH, THIS ARTICLE DISCUSSES THE LINGUISTIC CONDITION OF THE SPANISH LANGUAGE AMONG THE MEXICAN AMERICAN POPULATION TODAY. (NQ)

JOURNAL CITATION: EL GRITO: A JOURNAL OF CONTEMPORARY MEXICAN-AMERICAN THOUGHT; 6; 1; 45-74

ACCESSION NUMBER: EJ077333

PUBLICATION DATE: SPR 72

TITLE: CHICANOS AND POVERTY: FOUR IDEOLOGICAL PERSPECTIVES

PERSONAL AUTHOR: CASTRO, RAYMOND

DESCRIPTOR: *ECONOMIC DISADVANTAGEMENT; *MEXICAN AMERICANS; *OPINIONS; *PHILOSOPHY; PROBLEM SOLVING; *SOCIOECONOMIC INFLUENCES

THE ISSUE OF POVERTY AND CHICANOS IS DISCUSSED FROM THE VIEW POINT OF THE CONSERVATIVE, THE LIBERAL, THE RADICAL INSTITUTIONALIST, AND THE RADICAL UTOPIAN. (NQ)

JOURNAL CITATION: AZTLAN; 3; 1; 133-54

ACCESSION NUMBER: EJ077355

PUBLICATION DATE: SUM 72

TITLE: ANOTHER TEXAS FIRST--BILINGUAL TELEVISION INSTRUCTION ¬CARRASCOLENDAS''

PERSONAL AUTHOR: KING, ROYCE

DESCRIPTOR: *BILINGUAL EDUCATION; *EDUCATIONAL TELEVISION; ELEMENTARY GRADES; *INSTRUCTIONAL PROGRAMS; *MEXICAN AMERICANS; PROGRAM DESCRIPTIONS; *PROGRAMING (BROADCAST)

IDENTIFIER: *CARRASCOLENDAS

JOURNAL CITATION: EDUCATIONAL RESOURCES AND TECHNIQUES; 12; 2; 9

ACCESSION NUMBER: EJ077896

PUBLICATION DATE: SPR 73

TITLE: THE ROTATING CREDIT ASSOCIATION: AN ADAPTATION TO POVERTY

PERSONAL AUTHOR: KURTZ, DONALD V.

DESCRIPTOR: *CREDIT (FINANCE); *ECONOMIC DISADVANTAGEMENT; *INSTITUTIONS; MEXICAN AMERICANS; *MODELS

IDENTIFIER: *ROTATING CREDIT ASSOCIATIONS

THE ¬CUNDINA,'' AN UNREPORTED ROTATING CREDIT ASSOCIATION, IS ANALYZED AS A CONCEPTUAL FRAMEWORK WHICH CREATES AN ALTERNATIVE TO POVERTY. (NQ)

JOURNAL CITATION: HUMAN ORGANIZATION; 32; 1; 49-58

ACCESSION NUMBER: EJ077940

PUBLICATION DATE: FEB 73

TITLE: THE DENVER ARTICULATION SCREENING EXAM

PERSONAL AUTHOR: DRUMWRIGHT, AMELIA; AND OTHERS

DESCRIPTOR: ANGLO AMERICANS; *ARTICULATION (SPEECH); DISADVANTAGED YOUTH; *EARLY CHILDHOOD; *ECONOMICALLY DISADVANTAGED; *EXCEPTIONAL CHILD RESEARCH; MEXICAN AMERICANS; NEGROES; *SCREENING TESTS

IDENTIFIER: DENVER ARTICULATION SCREENING EXAM

THE DENVER ARTICULATION SCREENING EXAM, AN ARTICULATION SCREENING TEST FOR ECONOMICALLY DISADVANTAGED CHILDREN WAS DESIGNED FOR USE BY TRAINED NONPROFESSIONAL WORKERS. (AUTHOR/GW)

JOURNAL CITATION: JOURNAL OF SPEECH AND HEARING DISORDERS; 38; 1; 3-14

ACCESSION NUMBER: EJ078234

PUBLICATION DATE: SUM 72

TITLE: MEXICAN AMERICAN EDUCATION: TODAY AND YESTERDAY

PERSONAL AUTHOR: CARDENAS, JOSE A.

DESCRIPTOR: *BILINGUAL EDUCATION; *EDUCATIONAL CHANGE; EDUCATIONAL LEGISLATION; *EDUCATIONAL PROBLEMS; *EDUCATIONAL STRATEGIES; *MEXICAN AMERICANS; STATEWIDE PLANNING

JOURNAL CITATION: EDUCATIONAL RESOURCES AND TECHNIQUES; 12; 2; 10-15

ACCESSION NUMBER: EJ078477

PUBLICATION DATE: MAR 73

TITLE: SOME PECULIAR EDUCATIONAL PROBLEMS OF THE ¬ANGLICIZED'' MEXICAN AMERICAN

PERSONAL AUTHOR: LOPEZ, THOMAS R., JR.

DESCRIPTOR: *AMERICAN CULTURE; *BILINGUAL STUDENTS; *EDUCATIONAL PROBLEMS; *MEXICAN AMERICANS; MIDDLE CLASS VALUES; MINORITY GROUPS; SELF ACTUALIZATION; *SELF CONCEPT; SOCIAL VALUES; SPANISH SPEAKING

JOURNAL CITATION: EDUCATIONAL PERSPECTIVES; 12; 1; 12-4

ACCESSION NUMBER: EJ078499

PUBLICATION DATE: SUM 72

TITLE: A NATIONAL CONFERENCE ON THE CHICANITO: TWO POSSIBLE ANSWERS EMERGE

PERSONAL AUTHOR: CHAVEZ, RALPH

DESCRIPTOR: BILINGUAL EDUCATION; BILINGUAL TEACHERS; CONFERENCES; *EDUCATIONAL CHANGE; *EDUCATIONAL STRATEGIES; *MEXICAN AMERICANS; *PRESCHOOL EDUCATION

JOURNAL CITATION: EDUCATIONAL RESOURCES AND TECHNIQUES; 12; 2; 17-19

ACCESSION NUMBER: EJ078500

PUBLICATION DATE: SUM 72

TITLE: EDUCATION OF THE CULTURALLY DIFFERENT CHICANO: PUBLIC SCHOOLS VS. ALTERNATIVE SCHOOLS

PERSONAL AUTHOR: ARMAS, JOSE

DESCRIPTOR: *ALTERNATIVE SCHOOLS; *CULTURAL FACTORS; *EDUCATIONAL CHANGE; *EDUCATIONAL PROBLEMS; *MEXICAN AMERICANS

JOURNAL CITATION: EDUCATIONAL RESOURCES AND TECHNIQUES; 12; 2; 21-23

ACCESSION NUMBER: EJ078501

PUBLICATION DATE: SUM 72

TITLE: TOWARD HIGHER EDUCATION FOR CHICANOS

PERSONAL AUTHOR: AGUIRRE, RUEBEN E.

DESCRIPTOR: COLLEGE ROLE; *EDUCATIONAL NEEDS; *EDUCATIONAL PROBLEMS; HIGHER EDUCATION; *MEXICAN AMERICANS

JOURNAL CITATION: EDUCATIONAL RESOURCES AND TECHNIQUES; 12; 2; 25-26

ACCESSION NUMBER: EJ078502

PUBLICATION DATE: SUM 72

TITLE: IMPLICATIONS OF THE SERRANO AND THE RODRIGUEZ CASES ON THE EDUCATION OF MEXICAN AMERICANS

PERSONAL AUTHOR: GONZALEZ, SIMON

DESCRIPTOR: *COURT LITIGATION; *EDUCATIONAL FINANCE; *EDUCATIONAL NEEDS; *EDUCATIONAL PROBLEMS; *MEXICAN AMERICANS

JOURNAL CITATION: EDUCATIONAL RESOURCES AND TECHNIQUES; 12; 2; 27-31

ACCESSION NUMBER: EJ078567

PUBLICATION DATE: JUNE 73

TITLE: THE OBSERVATION OF ANGLO-, MEXICAN-, AND CHINESE-AMERICAN MOTHERS TEACHING THEIR YOUNG SONS

PERSONAL AUTHOR: STEWARD, MARGARET; STEWARD, DAVID

DESCRIPTOR: *ANGLO AMERICANS; *CHINESE AMERICANS; EDUCATIONAL ENVIRONMENT; MALES; *MEXICAN AMERICANS; *MOTHERS; OBSERVATION; PARENT CHILD RELATIONSHIP; *PARENT INFLUENCE; PRESCHOOL CHILDREN

THE SINGLE BEST PREDICTOR OF MATERNAL TEACHING, OR CHILD RESPONSE, WAS ETHNICITY. CHILDREN IN THIS STUDY EXPERIENCED DIFFERENT LEARNING ENVIRONMENTS WHICH MAY RESULT IN DIFFERENT SKILLS AND EXPECTATIONS BROUGHT BY THEM INTO THE CLASSROOM. (AUTHORS)

JOURNAL CITATION: CHILD DEVELOPMENT; 44; 2; 329-37

ACCESSION NUMBER: EJ078743

PUBLICATION DATE: SPR 73

TITLE: WE HAVE JUST BEGUN

PERSONAL AUTHOR: PARRA, RICARDO

DESCRIPTOR: CIVIL RIGHTS; GROUP UNITY; HISTORY; IDENTIFICATION (PSYCHOLOGICAL); *INTERGROUP RELATIONS; *MEXICAN AMERICANS; *POLITICAL POWER; *PROGRAM GUIDES; *SOCIAL VALUES

CHICANOS INTEND TO ACT NOW TO SEE THAT THEY CAN CONTINUE TO FUNCTION IN A LAND THAT HAS BECOME SOCIOLOGICALLY DISEASED AND TECHNOLOGICALLY POLLUTED. (DM)

JOURNAL CITATION: JOURNAL OF INTERGROUP RELATIONS; 2; 3; 105-115

ACCESSION NUMBER: EJ078793

PUBLICATION DATE: SPR 72

TITLE: MEASUREMENT OF INTELLIGENCE AND LANGUAGE DIFFERENCES

PERSONAL AUTHOR: VASQUEZ, JAMES

DESCRIPTOR: CULTURE FREE TESTS; EDUCATIONAL PHILOSOPHY; *INTELLIGENCE TESTS; *LANGUAGE TESTS; *MEXICAN AMERICANS; *NONVERBAL TESTS; *TEST BIAS

TRANSLATED AND NOVERBAL TESTS ARE DISCUSSED AS TECHNIQUES FOR MEASURING INTELLIGENCE AND LANGUAGE DIFFERENCES IN THE CHICANO CHILD. (NQ)

JOURNAL CITATION: AZTLAN; 3; 1; 155-63

ACCESSION NUMBER: EJ078806 **BEST COPY AVAILABLE**

PUBLICATION DATE: MAY-JUN 73

TITLE: ACADEMIC PERFORMANCE OF MEXICAN-AMERICANS

PERSONAL AUTHOR: TURNER, PAUL R.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; *MEXICAN AMERICANS; *EDUCATIONAL ANTHROPOLOGY; *FAMILY SCHOOL RELATIONSHIP; *HIGH SCHOOL STUDENTS; FAMILY BACKGROUND; FAMILY CHARACTERISTICS; COGNITIVE PROCESSES; STUDENT ATTITUDES

IDENTIFIER: ARIZONA

DISCUSSES A STUDY COMPARING AND CONTRASTING TWO DIFFERENT KINDS OF STUDENTS--THOSE WHO DO WELL IN HIGH SCHOOL AND WOULD PROBABLY GO ON TO A UNIVERSITY, AND THOSE WHO DO POORLY AND WOULD PROBABLY NOT ATTEND A UNIVERSITY--USING A COGNITIVE ANTHROPOLOGICAL APPROACH WHICH EMPHASIZES IN-DEPTH INTERVIEWING OF A SMALL NUMBER OF PEOPLE. (JM)

JOURNAL CITATION: INTEGRATED EDUCATION; 11; 3; 3-6

ACCESSION NUMBER: EJ078966

PUBLICATION DATE: SUM 73

TITLE: THE EFFECTS OF PARENT TRAINING PROGRAM ON THE QUESTION-ASKING BEHAVIOR OF MEXICAN-AMERICAN CHILDREN

PERSONAL AUTHOR: HENDERSON, RONALD W.; GARCIA, ANGELA B.

DESCRIPTOR: *PARENT EDUCATION; *STUDENT BEHAVIOR; *GRADE 1; *MEXICAN AMERICANS; *INQUIRY TRAINING; COGNITIVE ABILITY; REINFORCEMENT; CUES; MOTHERS; PARENT INFLUENCE

RESULTS INDICATED THAT INSTRUCTION BY AN EXPERIMENTER USING MODELING PROCEDURES HAD A SIGNIFICANT EFFECT ON MEXICAN-AMERICAN SIX-YEAR-OLD'S PRODUCTION OF CAUSAL QUESTIONS, AND THAT THIS BEHAVIOR GENERALIZED TO NEW STIMULI WITHOUT SIGNIFICANT LOSS. (AUTHORS)

JOURNAL CITATION: AMERICAN EDUCATIONAL RESEARCH JOURNAL; 10; 3; 193-201

ACCESSION NUMBER: EJ078986

PUBLICATION DATE: SPR 73

TITLE: UNEQUAL OPPORTUNITY AND THE CHICANA

PERSONAL AUTHOR: AQUILAR, LINDA

DESCRIPTOR: *FEMALES; *MEXICAN AMERICANS; *ROLE PERCEPTION; *CULTURAL FACTORS; *FEMINISM; FAMILY CHARACTERISTICS

A DISCUSSION OF THE UNIQUE ROLE OF THE MEXICAN AMERICAN WOMAN. (DM)

JOURNAL CITATION: CIVIL RIGHTS DIGEST; 5; 4; 30-33

ACCESSION NUMBER: EJ079099

PUBLICATION DATE: MAR 73

TITLE: EL CHAVALO DE LOS HIJOS DE MACEP (THE GRANDCHILD OF MACEP)

PERSONAL AUTHOR: LUJAN, SYLVIA S.; ALEMAN, RAMON

DESCRIPTOR: *COUNSELING PROGRAMS; *PROGRAM DEVELOPMENT; *MEXICAN AMERICANS; *RURAL YOUTH; *COOPERATIVE PROGRAMS; HELPING RELATIONSHIP; COUNSELING EFFECTIVENESS

REGION ONE EDUCATION SERVICE CENTER, IN CONJUNCTION WITH HIDALGO COUNTY SCHOOLS, INITIATED A COOPERATIVE COUNSELING PROJECT IN SEPTEMBER, 1971 TO PROVIDE COUNSELING AND GUIDANCE SERVICES TO SMALL RURAL SCHOOLS WITH LARGE CONCENTRATIONS OF MEXICAN-AMERICANS. THIS ARTICLE DEALS WITH THE EXPERIENCES THE AUTHORS UNDERWENT WHILE FORMULATING AND IMPLEMENTING THIS PROGRAM. (AUTHOR)

JOURNAL CITATION: TEXAS PERSONNEL AND GUIDANCE ASSOCIATION JOURNAL; 2; 1; 23-30

ACCESSION NUMBER: EJ079153

PUBLICATION DATE: SPR 73

TITLE: CHICANO HISTORY: PROBLEMS AND POTENTIALITIES

PERSONAL AUTHOR: HOFFMAN, ABRAHAM

DESCRIPTOR: *ETHNIC STUDIES; *MEXICAN AMERICANS; *HISTORY; *RESEARCH PROBLEMS; *LITERARY CRITICISM; LITERATURE REVIEWS

CHICANO HISTORY IS IN NEED OF SERIOUS, DOCUMENTED, SCHOLARLY STUDIES INSTEAD OF OLD, OUTDATED ARTICLES IN THE PLETHORA OF EXISTING BIBLIOGRAPHIES. (DM)

JOURNAL CITATION: JOURNAL OF ETHNIC STUDIES; 1; 1; 6-12

ACCESSION NUMBER: EJ079154

PUBLICATION DATE: SPR 73

TITLE: FABLES OF IDENTITY: STEREOTYPE AND CARICATURE OF CHICANOS IN STEINBECK'S TORTILLA FLAT

PERSONAL AUTHOR: ORTEGO, PHILIP D.

DESCRIPTOR: *ETHNIC STUDIES; *MEXICAN AMERICANS; *STEREOTYPES; *LITERARY ANALYSIS; *IDENTIFICATION (PSYCHOLOGICAL); DISCRIMINATORY ATTITUDES (SOCIAL); CULTURAL FACTORS

JOURNAL CITATION: JOURNAL OF ETHNIC STUDIES; 1; 1; 39-43

ACCESSION NUMBER: EJ079613

BEST COPY AVAILABLE

PUBLICATION DATE: W 72-73

TITLE: THE LEGAL AND LEGISLATIVE STRUGGLE OF THE FARMWORKERS 1965-1972

PERSONAL AUTHOR: ALVAREZ, SALVADOR ENRIQUE

DESCRIPTOR: *AGRICULTURAL LABORERS; *INDUSTRIAL RELATIONS; *LABOR LEGISLATION; *LABOR UNIONS; *LEGAL PROBLEMS; BACKGROUND; COURT LITIGATION; LEGAL RESPONSIBILITY; MEXICAN AMERICANS

IDENTIFIER: *UNITED FARM WORKERS

JOURNAL CITATION: EL GRITO; 6; 2; 6-145

ACCESSION NUMBER: EJ080256

PUBLICATION DATE: JUN 73

TITLE: IMPACT OF COMPUTER-ASSISTED INSTRUCTION ON STUDENT ATTITUDES

PERSONAL AUTHOR: SMITH, IAN D.

DESCRIPTOR: *COMPUTER ASSISTED INSTRUCTION; *STUDENT ATTITUDES; *SELF CONCEPT; *LOCUS OF CONTROL; *ASPIRATION; MATHEMATICS; MEXICAN AMERICANS; JUNIOR HIGH SCHOOL STUDENTS; REMEDIAL INSTRUCTION

THE EFFECTS OF A COMPUTER-ASSISTED INSTRUCTION (CAI) PROGRAM IN MATH ON STUDENT ATTITUDES OF SELF-CONCEPT, LOCUS OF CONTROL, AND LEVEL OF ASPIRATION WAS INVESTIGATED. (AUTHOR)

JOURNAL CITATION: JOURNAL OF EDUCATIONAL PSYCHOLOGY; 64; 3; 366-72

ACCESSION NUMBER: EJ080265

PUBLICATION DATE: SPR 73

TITLE: NATIONALISM, TRIBALISM, AND SELF DETERMINATION: YUMAN-MEXICAN RELATION, 1821-1849

PERSONAL AUTHOR: FORBES, JACK

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL INTERRELATIONSHIPS; *MEXICANS; MEXICAN AMERICAN HISTORY; POLICY; RELATIONSHIP; RACE RELATIONS

IDENTIFIER: *YUMAN TRIBES

THE YUMAN INDIAN SOCIETIES POSSESSED THE ABILITY TO RESIST PROGRAMS OF INDUCED CULTURE CHANGE IN THE EARLY 1800'S. THEY REACTED TO INFLEXIBLE PROCEDURES BY BECOMING OBSTINATELY HOSTILE TO ANY CHANGE WHATSOEVER, AS MODERN MEXICO LEARNED IN ATTEMPTING TO ASSIMILATE THESE GROUPS. (FF)

JOURNAL CITATION: INDIAN HISTORIAN; 6; 2; 18-22

ACCESSION NUMBER: EJ080516

PUBLICATION DATE: JUN 73

TITLE: MOTHER-DIRECTED ACHIEVEMENT OF CHILDREN IN TWO CULTURES

PERSONAL AUTHOR: MADSEN, MILLARD C.; KAGAN, SPENCER

DESCRIPTOR: *ACADEMIC ABILITY; *REWARDS; *CROSS CULTURAL STUDIES; *CHILDHOOD ATTITUDES; MEXICANS; MEXICAN AMERICANS; NEGROES; ANGLO AMERICANS

IDENTIFIER: BAJA CALIFORNIA; CALIFORNIA

MOTHER-CHILD PAIRS IN A SMALL MEXICAN TOWN AND IN LOS ANGELES, CALIFORNIA, WERE OBSERVED IN TWO EXPERIMENTAL SITUATIONS IN WHICH THE MOTHER EITHER CONTROLLED THE REWARDS GIVEN TO THE CHILD FOR SUCCESS OR FAILURE, OR SELECTED ACHIEVEMENT GOALS FOR THE CHILD. THE CHILDREN FROM MEXICO WERE FOUND MUCH LESS COMPETITIVE, LESS RIVALROUS, AND MORE COOPERATIVE. (RJ)

JOURNAL CITATION: JOURNAL OF CROSS-CULTURAL PSYCHOLOGY; 4; 2; 221-228

ACCESSION NUMBER: EJ080850

PUBLICATION DATE: JUL 73

TITLE: EDUCATION AND LA RAZA

PERSONAL AUTHOR: HAMILTON, ANDREW

DESCRIPTOR: *MEXICAN AMERICANS; *EDUCATIONAL OPPORTUNITIES; *EDUCATIONAL OBJECTIVES; *ETHNIC GROUPS; *BILINGUAL EDUCATION; SOCIAL ATTITUDES; LIVING STANDARDS; CONSULTANTS; LEADERSHIP; SPANISH

AROUSED MEXICAN-AMERICAN EDUCATORS HAVE ORGANIZED A NATIONAL TASK FORCE TO IMPROVE LEARNING OPPORTUNITIES FOR THEIR FELLOW CHICANOS. (EDITOR)

JOURNAL CITATION: AMERICAN EDUCATION; 9; 6; 4-8

ACCESSION NUMBER: EJ081043

PUBLICATION DATE: JUL 73

TITLE: TO TRAIN OR NOT TO TRAIN TEACHERS FOR SPANISH SPEAKING COMMUNITIES

PERSONAL AUTHOR: LEWIS, HORACIO D.

DESCRIPTOR: *TEACHER EDUCATION; *TEACHER ATTITUDES; *SPANISH AMERICANS; *SPANISH CULTURE; *SPANISH SPEAKING; TEACHER BEHAVIOR; LATIN AMERICAN CULTURE; BILINGUAL EDUCATION; PUERTO RICAN CULTURE; MEXICAN AMERICANS

TEACHER TRAINING DOES NOT SUFFICIENTLY PREPARE TEACHERS FOR THE INSTRUCTION OF LATINO STUDENTS. IT IS RECOMMENDED THAT MORE LATINO STUDENTS BE RECRUITED AND TRAINED FOR BARRIO SCHOOLS AND THAT TEACHER TRAINING PROGRAMS SHOULD INCLUDE COURSES IN LATINO CULTURE AND THE SPANISH LANGUAGE AND DIALECTS. (JA)

JOURNAL CITATION: VIEWPOINTS; 49; 4; 15-29

ACCESSION NUMBER: EJ081464

PUBLICATION DATE: JUL 73

TITLE: HISTORY: HINDRANCE TO UNITY

PERSONAL AUTHOR: ROSENBAUM, ROBERT J.

DESCRIPTOR: *MEXICAN AMERICAN HISTORY; *MEXICAN AMERICANS; *SPANISH SPEAKING; *SOCIOECONOMIC STATUS; *ACCULTURATION; CULTURE CONFLICT; RACIAL DISCRIMINATION; ACTIVISM; POLITICAL ATTITUDES

IDENTIFIER: CHICANOS

DIFFERING HISTORIES, RACIAL COMPOSITIONS, ECONOMIC INTERESTS, AND PRESENT CIRCUMSTANCES CUT ACROSS THE MEXICAN AMERICAN PEOPLE OBLIQUELY AND WORK AGAINST A SENSE OF ETHNIC IDENTITY OR CULTURAL NATIONALISM. (AUTHOR)

JOURNAL CITATION: RACE RELATIONS REPORTER; 4; 13; 29-33

ACCESSION NUMBER: EJ081627

PUBLICATION DATE: JUL 15 73

TITLE: GRAMMATICAL VARIABLES IN SOUTHWESTERN AMERICAN SPANISH

PERSONAL AUTHOR: HENSEY, FRITZ

DESCRIPTOR: *NONSTANDARD DIALECTS; *MEXICAN AMERICANS; *SPANISH SPEAKING; *GRAMMAR; MORPHOLOGY (LANGUAGES); SYNTAX; NOMINALS; VERBS; DETERMINERS (LANGUAGES)

IDENTIFIER: EL PASO

JOURNAL CITATION: LINGUISTICS; 108; 5-26

ACCESSION NUMBER: EJ081872

PUBLICATION DATE: APRIL 73

TITLE: TEACHER PERCEPTION OF BEHAVIORAL ADJUSTMENT AS A FUNCTION OF LINGUISTIC ABILITY IN MEXICAN-AMERICAN HEAD-START CHILDREN

PERSONAL AUTHOR: STEDMAN, JAMES M.; ADAMS, RUSSELL L.

DESCRIPTOR: *TEACHER ATTITUDES; *ENGLISH (SECOND LANGUAGE); *LANGUAGE ABILITY; *STUDENT ADJUSTMENT; *MEXICAN AMERICANS; STUDENT TEACHER RELATIONSHIP; STUDENT BEHAVIOR

DATA INDICATED THAT STUDENTS HIGH IN ENGLISH-LANGUAGE PROFICIENCY ALSO TEND TO RECEIVE HIGH BEHAVIORAL RATINGS FROM THEIR TEACHERS. THE OPPOSITE WAS TRUE FOR THOSE LOW IN ENGLISH-LANGUAGE PROFICIENCY. FURTHER RESEARCH IS NEEDED TO ISOLATE TEACHER BIAS IN ORDER TO DETERMINE WHETHER THIS FACTOR HAS UNDUE INFLUENCE ON TEACHERS' BEHAVIORAL RATINGS OF YOUNG MEXICAN-AMERICAN CHILDREN. (AUTHOR)

JOURNAL CITATION: PSYCHOLOGY IN THE SCHOOLS; 10; 2; 221-225

ACCESSION NUMBER: EJ081955

PUBLICATION DATE: SUM 73

TITLE: CHICANO RHETORIC: SOME BASIC CONCEPTS

PERSONAL AUTHOR: POWERS, LLOYD D.

DESCRIPTOR: *MEXICAN AMERICANS; *SOCIAL ATTITUDES; *RHETORIC; *ACTIVISM; PERSUASIVE DISCOURSE; SOCIAL DISCRIMINATION; DISCRIMINATORY ATTITUDES (SOCIAL)

A DISCUSSION OF FIVE OF THE MAJOR CONCEPTS ON WHICH THE CHICANO MOVEMENT IS BASED: A FEELING OF OPPRESSION, ¬LA RAZA,'' ROBBERY OF A CONQUERED PEOPLE, ¬HUELGA,'' AND ¬AZTLAN.'' (RN)

JOURNAL CITATION: SOUTHERN SPEECH COMMUNICATION JOURNAL; 38; 4; 340-46

ACCESSION NUMBER: EJ083133

PUBLICATION DATE: SPR 73

TITLE: HIGHER EDUCATION Y LA CHICANA?

PERSONAL AUTHOR: SANCHEZ, CORINNE

DESCRIPTOR: *FEMALES; *HIGHER EDUCATION; *MEXICAN AMERICANS; *SEX DISCRIMINATION; *WOMENS EDUCATION; CAREER EDUCATION; EMPLOYMENT; STATISTICS

JOURNAL CITATION: ENCUENTRO FEMENIL; 1; 1; 27-33

ACCESSION NUMBER: EJ083184

PUBLICATION DATE: SPR 73

TITLE: THE CHICANA--PERSPECTIVES FOR EDUCATION

PERSONAL AUTHOR: DE LAZARIN, ANNA NIETO GOMEZ

DESCRIPTOR: *EDUCATION; *EMPLOYMENT; *FEMALES; *MEXICAN AMERICANS; *SEX DISCRIMINATION; CULTURE CONFLICT; FAMILY ENVIRONMENT; OCCUPATIONAL GUIDANCE; SEXUALITY; WOMENS STUDIES

INCLUDED IN THIS ARTICLE ARE SEVERAL SHORT DISCUSSIONS OF THE CHICANA'S ROLE IN THE FAMILY, ON THE COLLEGE CAMPUS, FAMILY AND COUNSELOR'S ATTITUDES, AND STUDIES ON THE CHICANA. (NQ)

JOURNAL CITATION: ENCUENTRO FEMENIL; 1; 1; 34-61

ACCESSION NUMBER: EJ083198

PUBLICATION DATE: F 72

TITLE: THE EMERGENCE OF EL PARTIDO DE LA RAZA UNIDA: CALIFORNIA'S NEW CHICANO PARTY

PERSONAL AUTHOR: JUAREZ, ALBERTO

DESCRIPTOR: *ACTIVISM; *MEXICAN AMERICANS; *POLITICS; *POLITICAL INFLUENCES; COMMUNITY CHARACTERISTICS; GOVERNMENT ROLE; SPANISH SPEAKING

IDENTIFIER: *LA RAZA UNIDA PARTY; CALIFORNIA

JOURNAL CITATION: AZTLAN; 3; 2; 177-204

ACCESSION NUMBER: EJ083199

PUBLICATION DATE: F 72

TITLE: SOCIAL CHANGE IN THE BARRIO: THE CHICANO MOVEMENT IN SOUTH TEXAS

PERSONAL AUTHOR: RIVERA, GEORGE, JR.

DESCRIPTOR: *ACTIVISM; *MEXICAN AMERICANS; *POLITICAL INFLUENCES; *SOCIAL CHANGE; CONFLICT

IDENTIFIER: *SOUTH TEXAS

JOURNAL CITATION: AZTLAN; 3; 2; 205-14

ACCESSION NUMBER: EJ083200

PUBLICATION DATE: F 72

TITLE: CHICANO MULTILINGUALISM AND MULTIGLOSSIA

PERSONAL AUTHOR: PENALOSA, FERNANDO

DESCRIPTOR: *DIGLOSSIA; *MEXICAN AMERICANS; *MULTILINGUALISM; *SOCIOLINGUISTICS; BILINGUALISM; LANGUAGE CLASSIFICATION

IDENTIFIER: *MULTIGLOSSIA

JOURNAL CITATION: AZTLAN; 3; 2; 215-22

ACCESSION NUMBER: EJ083201

PUBLICATION DATE: F 72

TITLE: THE ANALYSIS OF CHICANO SPANISH AND THE ¬PROBLEM'' OF USAGE: A CRITIQUE OF ¬CHICANO SPANISH DIALECTS AND EDUCATION''

PERSONAL AUTHOR: GONZALEZ, GUSTAVO

DESCRIPTOR: *DIALECTS; *EDUCATION; *LANGUAGE USAGE; *MEXICAN AMERICANS; ANALYTICAL CRITICISM

IDENTIFIER: *SPANISH

A CRITIQUE OF THE ARTICLE, ¬CHICANO SPANISH DIALECTS AND EDUCATION'', BY ERNEST GARCIA (AZTLAN;; V2 N1) IS INCLUDED IN THIS ARTICLE. (NQ)

JOURNAL CITATION: AZTLAN; 3; 2; 223-31

ACCESSION NUMBER: EJ083203

PUBLICATION DATE: F 72

TITLE: THE ORGANIZING OF MEXICANO AGRICULTURAL WORKERS: IMPERIAL VALLEY, AND LOS ANGELES 1928-34, AN ORAL HISTORY APPROACH

PERSONAL AUTHOR: WEBER, DEVRA ANNE

DESCRIPTOR: *AGRICULTURAL LABORERS; *MEXICAN AMERICANS; *MEXICANS; *ORGANIZATION; HISTORY; LABOR UNIONS; STRIKES

IDENTIFIER: *CALIFORNIA; IMPERIAL VALLEY; LOS ANGELES

THE MEXICAN AGRICULTURAL STRIKE ACTIVITY FROM 1928 TO 1934 IN IMPERIAL VALLEY AND LOS ANGELES IS EXAMINED. (NQ)

JOURNAL CITATION: AZTLAN; 3; 2; 307-47

ACCESSION NUMBER: EJ084205

PUBLICATION DATE: SEP 73

TITLE: A COMPARISON OF MEXICAN-AND ANGLO-AMERICAN PERCEPTIONS OF THE UNIVERSITY ENVIRONMENT

PERSONAL AUTHOR: GARZA, RAYMOND T.; NELSON, DARWIN B.

DESCRIPTOR: *STUDENT PERSONNEL SERVICES; *COLLEGE STUDENTS; *MEXICAN AMERICANS; *COLLEGE ENVIRONMENT; *STUDENT COLLEGE RELATIONSHIP; PERCEPTION

IDENTIFIER: *COLLEGE AND UNIVERSITY ENVIRONMENTS SCALES (CUES)

THE CUES WAS USED TO COMPARE PERCEPTIONS OF ANGLO- AND MEXICAN-AMERICAN STUDENTS. SIGNIFICANT DIFFERENCES SHOWED THAT MEXICAN-AMERICANS PERCEIVED A CONCERN FOR ETIQUETTE AND POLITENESS AND A DEMAND FOR INTELLECTUAL EXERTION. DIRECTIONAL DIFFERENCES SUGGESTED THAT MEXICAN-AMERICANS WERE NOT AS COMFORTABLE IN THE ENVIRONMENT AND WERE NOT AS SENSITIVE TO ITS PRACTICAL BENEFITS. (AUTHOR)

JOURNAL CITATION: JOURNAL OF COLLEGE STUDENT PERSONNEL; 14; 5; 399-401

ACCESSION NUMBER: EJ084305

PUBLICATION DATE: MAY 73

TITLE: A FEW DIRECTIONS IN CHICANO LITERATURE

PERSONAL AUTHOR: RODRIGUES, RAYMOND J.

DESCRIPTOR: *SPANISH AMERICAN LITERATURE; *BIBLIOGRAPHIES; *ENGLISH INSTRUCTION; *RESOURCE MATERIALS; *TEXTBOOK SELECTION; SECONDARY EDUCATION; TEACHER ROLE

IDENTIFIER: CHICANO; CHICANO LITERATURE

DESCRIBES BOOKS AND OTHER MATERIALS A TEACHER CAN SELECT FROM IN DEVELOPING A UNIT ON CHICANO LITERATURE. (MM)

JOURNAL CITATION: ENGLISH JOURNAL; 62; 5; 724-29

ACCESSION NUMBER: EJ085026

PUBLICATION DATE: F 73

TITLE: THE INDIAN SLAVE TRADE IN NEW MEXICO, 1846-1861

PERSONAL AUTHOR: SUNSIRE, ALVIN R.

DESCRIPTOR: *AMERICAN INDIANS; *AMERICAN STUDIES; *SLAVERY; *UNITED STATES HISTORY; ANGLO AMERICANS; INTERMARRIAGE; RACIAL INTEGRATION; SPANISH SPEAKING; SOCIAL CLASS

IDENTIFIER: *NEW MEXICO

THE STORY OF SLAVERY IN NEW MEXICO COVERS AMERICAN INDIANS, MEXICAN AMERICAN ¬RICOS'', MEXICANS, AND THE ANGLO AMERICANS. (FF)

JOURNAL CITATION: INDIAN HISTORIAN; 6; 4; 20-2

ACCESSION NUMBER: EJ085405

PUBLICATION DATE: SEP 73

TITLE: BILINGUAL EDUCATION

PERSONAL AUTHOR: WRIGHT, LAWRENCE

DESCRIPTOR: *MEXICAN AMERICANS; *BILINGUAL EDUCATION; *BILINGUAL SCHOOLS; *PUERTO RICANS; *SCHOOL INTEGRATION; STAFF UTILIZATION; REMEDIAL READING; COMPENSATORY EDUCATION; COURT LITIGATION

IDENTIFIER: ELEMENTARY SECONDARY EDUCATION ACT TITLE VII

JOURNAL CITATION: RACE RELATIONS REPORTER; 4; 17; 14-19

ACCESSION NUMBER: EJ085406

PUBLICATION DATE: SEP 73

TITLE: THE INVASION OF ILLEGALS

PERSONAL AUTHOR: DEL OLMO, FRANK

DESCRIPTOR: *IMMIGRANTS; *IMMIGRATION INSPECTORS; *FEDERAL LAWS; *POLITICAL ISSUES; *MEXICANS; LAW ENFORCEMENT; MEXICAN AMERICANS; MIGRANT WORKERS; SEASONAL LABORERS; ECONOMIC OPPORTUNITIES

DESCRIBES THE ISSUES CREATED BY THE GROWING NUMBER OF ILLEGAL MIGRANTS FROM MEXICO, THE FEDERAL LEGISLATION PENDING ON THE MATTER, THE OCCASIONAL RAIDS BY IMMIGRATION OFFICIALS WHICH NETTED 11,500 ILLEGAL ALIENS LAST SPRING AND INCENSED MANY MEXICAN-AMERICAN ACTIVITIES, AND THE DIVISION AMONG CHICANOS ON THE ALIEN ISSUE. (AUTHOR/JM)

JOURNAL CITATION: RACE RELATIONS REPORTER; 4; 17; 20-25

ACCESSION NUMBER: EJ085596

PUBLICATION DATE: AUT 73

TITLE: CAREER EDUCATION AND MINORITY STUDENTS

PERSONAL AUTHOR: DE LOS SANTOS, ALFRED G., JR.

DESCRIPTOR: *CAREER EDUCATION; *MINORITY GROUPS; *MEXICAN AMERICANS; *COMMUNITY COLLEGES; VOCATIONAL COUNSELING; CURRICULUM DEVELOPMENT; CAREER CHOICE

PROBLEMS WITH THE IMPLEMENTATION OF THE CONCEPT OF CAREER EDUCATION ARE DISCUSSED WITH REFERENCE TO THE SPECIAL NEEDS OF MEXICAN AMERICANS

JOURNAL CITATION: ILLINOIS CAREER EDUCATION JOURNAL; 31; 1; 10-14

ACCESSION NUMBER: EJ085897

PUBLICATION DATE: SUM 73

TITLE: A COMPARATIVE STUDY OF THREE BEGINNING READING PROGRAMS FOR THE SPANISH-SPEAKING CHILD

PERSONAL AUTHOR: WOODEN, SHARON LEE; PETTIBONE, TIMOTHY J.

DESCRIPTOR: *BEGINNING READING; *READING PROGRAMS; *SPANISH SPEAKING; *READING RESEARCH; *TEACHING METHODS; PRIMARY GRADES; READING INSTRUCTION; READING SKILLS; READING DIAGNOSIS

STRESSES THE IMPORTANCE OF CAREFUL DIAGNOSIS FOR EACH CHILD, CONCLUDING THAT BY WORKING WITH SUCH RELATED SKILLS AS LISTENING COMPREHENSION, SPATIAL RELATIONS, AND AUDITORY ASSOCIATION THE OVERALL EFFECTIVENESS OF A READING PROGRAM FOR SPANISH-SPEAKING CHILDREN MAY BE INCREASED SIGNIFICANTLY. (RB)

JOURNAL CITATION: JOURNAL OF READING BEHAVIOR; 5; 3; 192-99

ACCESSION NUMBER: EJ086631

PUBLICATION DATE: NOV 73

TITLE: CULTURE AND EDUCATION: MEXICAN AMERICAN AND ANGLO AMERICAN

PERSONAL AUTHOR: DRAKE, DIANA

DESCRIPTOR: *CROSS CULTURAL STUDIES; *CULTURAL DIFFERENCES; *MEXICAN AMERICANS; *ELEMENTARY EDUCATION; CULTURAL INTERRELATIONSHIPS; INDIVIDUAL DIFFERENCES; SELF ESTEEM; CULTURAL EDUCATION; INTERCULTURAL PROGRAMS

DISCUSSES WHAT CULTURE IS, HOW IT AFFECTS CHILDREN'S ABILITIES AND BEHAVIOR, AND ITS ROLE IN EDUCATION. TEACHERS MUST BE SENSITIVE TO THE WAYS CHILDREN FROM VARIOUS CULTURES EXPRESS THEMSELVES INTELLECTUALLY AND VALUE CHILDREN'S CULTURAL DIFFERENCES. (ST)

JOURNAL CITATION: ELEMENTARY SCHOOL JOURNAL; 74; 2; 97-105

ACCESSION NUMBER: EJ087251

PUBLICATION DATE: OCT 73

TITLE: HELPING THE CHICANO PUPIL

PERSONAL AUTHOR: REYES, DONALD J.

DESCRIPTOR: *EDUCATIONAL PRACTICE; *ENGLISH INSTRUCTION; *VERBAL COMMUNICATION; *STUDENT NEEDS; *STUDENT MOTIVATION; EDUCATIONAL OBJECTIVES; SPANISH SPEAKING

THIS PAPER EXAMINES THREE OF THE MANY PRACTICES WHICH PUSH CHICANO STUDENTS INTO THE REAR OF THE CLASSROOMS AND OUT OF THE SCHOOLS AS SOON AS THE LAW ALLOWS. (AUTHOR/RK)

JOURNAL CITATION: CLEARING HOUSE; 48; 2; 110-12

ACCESSION NUMBER: EJ087253 **BEST COPY AVAILABLE**

PUBLICATION DATE: OCT 73

TITLE: WHO ARE THE DISADVANTAGED?

PERSONAL AUTHOR: HENSON, KENNETH T.

DESCRIPTOR: *EDUCATIONAL DISADVANTAGEMENT; *DEFINITIONS; *EDUCATIONAL DEVELOPMENT; *MINORITY GROUPS; *EDUCATIONAL RESPONSIBILITY; URBAN AREAS; NEGROES; MEXICAN AMERICANS; IMMIGRANTS; AMERICAN INDIANS

AUTHOR ATTEMPTED TO DEFINE THOSE WHO ARE DISADVANTAGED AND PRESENTED BRIEF ANNOTATIONS OF EACH GROUP TO WHOM THE WORD APPLIED ACCORDING TO A NUMBER OF CONTEMPORARY EDUCATORS. (RK)

JOURNAL CITATION: CLEARING HOUSE; 48; 2; 117-20

ACCESSION NUMBER: EJ088095

PUBLICATION DATE: MAY 73

TITLE: BILINGUAL EDUCATION

PERSONAL AUTHOR: NEWMAN, LAWRENCE

DESCRIPTOR: *BILINGUAL EDUCATION; *MEXICAN AMERICANS; *LANGUAGE SKILLS; *BASIC SKILLS; TEACHING METHODS; TEACHER EDUCATION; DEAF EDUCATION; SIGN LANGUAGE; ELEMENTARY EDUCATION

DRAWS PARALLELS BETWEEN PROBLEMS IN DEAF AND BILINGUAL EDUCATION. (DD)

JOURNAL CITATION: DEAF AMERICAN; 25; 9; 12-3

ACCESSION NUMBER: EJ088222

PUBLICATION DATE: APR 73

BEST COPY AVAILABLE

TITLE: SOCIAL DISTANCE PERCEPTION AS A FUNCTION OF MEXICAN-AMERICAN AND OTHER ETHNIC IDENTITY

PERSONAL AUTHOR: BROWN, ROBERT L.

DESCRIPTOR: *ANGLO AMERICANS; *ETHNIC GROUPS; *IDENTIFICATION (PSYCHOLOGICAL); *MEXICAN AMERICANS; *SELF CONCEPT; PERCEPTION TESTS; RACIAL RECOGNITION; ROLE PERCEPTION

JOURNAL CITATION: SOCIOLOGY AND SOCIAL RESEARCH; 57; 3; 273-87

ACCESSION NUMBER: EJ088646

PUBLICATION DATE: F 73

TITLE: THE PSYCHOCULTURAL ORIGINS OF ACHIEVEMENT AND ACHIEVEMENT MOTIVATION: THE MEXICAN-AMERICAN FAMILY

PERSONAL AUTHOR: EVANS, FRANCIS B.; ANDERSON, JAMES G.

DESCRIPTOR: *MEXICAN AMERICANS; *ACHIEVEMENT; *SELF CONCEPT; FAMILY ROLE; MOTIVATION; CULTURAL FACTORS; JUNIOR HIGH SCHOOL STUDENTS; SOCIOCULTURAL PATTERNS; LOW INCOME GROUPS

RESULTS OF THIS STUDY SUGGEST THAT, WHILE MEXICAN AMERICAN STUDENTS WERE FOUND TO COME FROM HOMES WHERE EDUCATION WAS STRESSED, THE STUDENTS' DEPRESSED ACHIEVEMENT WAS FOUND TO BE RELATED TO VALUES AND EXPERIENCES ASSOCIATED WITH THE CULTURE OF POVERTY. (AUTHOR/KM)

JOURNAL CITATION: SOCIOLOGY OF EDUCATION; 46; 4; 396-416

ACCESSION NUMBER: EJ088840

PUBLICATION DATE: SEP-OCT 73

TITLE: TOWARD BICULTURAL EDUCATION FOR THE SOUTHWESTERN MEXICAN-AMERICAN

PERSONAL AUTHOR: BRIDGEWATER, MIKE; CROSS, WILLIAM C.

DESCRIPTOR: *MEXICAN AMERICANS; *MIGRANT CHILD EDUCATION; *COMMUNITY MIGRANT PROJECTS; ETHNIC GROUPS; BICULTURALISM; MINORITY GROUPS; CULTURAL FACTORS

DISCUSSES PUBLIC SCHOOL BICULTURALISM AND SOME OF THE SUCCESSFUL EFFORTS IN THE SOUTHWEST TO IMPROVE THE EDUCATIONAL LOT OF MEXICAN-AMERICANS THERE. (GB)

JOURNAL CITATION: EDUCATION; 94; 1; 18-22

ACCESSION NUMBER: EJ089367

PUBLICATION DATE: DEC 73

TITLE: CHICANO THEATRE

PERSONAL AUTHOR: COPELIN, DAVID

DESCRIPTOR: *MEXICAN AMERICANS; *THEATER ARTS; *DRAMA; *CULTURAL EDUCATION; *CROSS CULTURAL STUDIES; CULTURAL PLURALISM; CULTURAL AWARENESS; SPANISH CULTURE; INTERCULTURAL PROGRAMS

IDENTIFIER: THEATER FESTIVALS

MEXICAN AMERICAN THEATRE IS DESCRIBED IN TERMS OF INTERCULTURAL DRAMATIC STUDIES. THE CHICANO THEATRE FESTIVAL IS CENTERED UPON. (CH)

JOURNAL CITATION: DRAMA REVIEW; 17; 4; 73-89

ACCESSION NUMBER: EJ089461

PUBLICATION DATE: JAN-FEB 74

TITLE: DOUGLAS COMMUNITY SCHOOL

PERSONAL AUTHOR: CAMPBELL, TOM

DESCRIPTOR: *COMMUNITY EDUCATION; *COMMUNITY SCHOOLS; *SCHOOL COMMUNITY PROGRAMS; *MEXICAN AMERICANS; SCHOOL COMMUNITY RELATIONSHIP; COMMUNITY INVOLVEMENT; ADULT EDUCATION

IDENTIFIER: DOUGLAS; ARIZONA

A SHORT, FUNCTIONAL DIALOGUE ABOUT TWO MEXICAN-AMERICANS AND AN ADULT COMMUNITY EDUCATION PROGRAM IN DOUGLAS, ARIZONA. IN SPANISH WITH AN ENGLISH TRANSLATION. (AUTHOR/DN)

JOURNAL CITATION: COMMUNITY EDUCATION JOURNAL; 4; 1; 12-15

ACCESSION NUMBER: EJ089715

PUBLICATION DATE: W 73-74

TITLE: MEXICAN AMERICAN STUDENT (STAYING) POWER IN COLLEGE

PERSONAL AUTHOR: PESQUEIRA, RICHARD E.

DESCRIPTOR: *HIGHER EDUCATION; *MEXICAN AMERICANS; *MINORITY GROUPS; *EDUCATIONALLY DISADVANTAGED; *COLLEGES; SUCCESS FACTORS; STUDENT NEEDS; ACADEMIC PERFORMANCE

JOURNAL CITATION: COLLEGE BOARD REVIEW; 90; 6-9,26,28

ACCESSION NUMBER: EJ089886

PUBLICATION DATE: F 73

TITLE: THE COMMUNITY COLLEGE AND THE CHICANO STUDENT

PERSONAL AUTHOR: GARZA, MANUEL RAMON

DESCRIPTOR: *COMMUNITY COLLEGES; *MEXICAN AMERICANS; *EDUCATIONAL ENVIRONMENT; *EDUCATIONAL ATTITUDES; *SOCIAL PROBLEMS; EDUCATIONAL FACILITIES; SOCIALIZATION; STUDENT ABILITY; SCHOOL RESPONSIBILITY

STUDENT OUTLINED HIS VIEW OF THE COMMUNITY COLLEGE AND ITS EFFECT ON HIS LIFE. (RK)

JOURNAL CITATION: COMMUNITY COLLEGE FRONTIERS; 2; 1; 23-4

ACCESSION NUMBER: EJ090010

PUBLICATION DATE: DEC 73

TITLE: DEVELOPMENTAL ASPECTS OF SEXUALITY AND AGGRESSION

PERSONAL AUTHOR: POLLACK, DONALD; VALDEZ, HILARY

DESCRIPTOR: *MEXICAN AMERICANS; *PERSONALITY DEVELOPMENT; *ELEMENTARY SCHOOL STUDENTS; *AGGRESSION; *SEXUALITY; INDIVIDUAL CHARACTERISTICS

IDENTIFIER: SENTENCE COMPLETION TEST

PERSONALITY TRAITS (ASPECTS OF AGGRESSION AND SEXUALITY) WERE MEASURED FOR 70 ANGLO-AMERICAN AND 70 MEXICAN-AMERICAN CHILDREN. DISCUSSION CONCERNS DIFFERENCES BETWEEN THE GROUPS AND DEVELOPMENTAL PATTERNS. (DP)

JOURNAL CITATION: JOURNAL OF GENETIC PSYCHOLOGY; 123 (2ND HALF): 179-184

ACCESSION NUMBER: EJ090224

PUBLICATION DATE: DEC 73

TITLE: INTERRACIAL PERCEPTION AMONG BLACK, WHITE, AND MEXICAN-AMERICAN HIGH SCHOOL STUDENTS

PERSONAL AUTHOR: KAPLAN, ROBERT M.; GOLDMAN, ROY D.

DESCRIPTOR: *SOCIAL DISCRIMINATION; *ETHNIC STEREOTYPES; *CULTURAL IMAGES; PERSONALITY STUDIES; RACIAL DISCRIMINATION; NEGROES; MEXICAN AMERICANS; HIGH SCHOOL STUDENTS; QUESTIONNAIRES

BLACK, MEXICAN-AMERICAN, AND WHITE HIGH SCHOOL STUDENTS RESPONDED TO A QUESTIONNAIRE AS THEY THOUGHT ONE OF THE OTHER GROUP WOULD RESPOND. DATA SUGGESTS THAT BLACKS AND MEXICAN-AMERICANS ARE MORE AWARE OF EACH OTHER'S PERSONALITY CHARACTERISTICS THAN THOSE OF THE WHITE STUDENTS. (AUTHOR/KM)

JOURNAL CITATION: JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY; 28; 3; 383-389

ACCESSION NUMBER: EJ090290

PUBLICATION DATE: W 73

TITLE: CULTURAL IDENTITY: PROBLEMS AND DILEMMAS

PERSONAL AUTHOR: LEYBA, CHARLES F.

DESCRIPTOR: *CULTURAL DIFFERENCES; *CULTURAL ENVIRONMENT; ETHNIC GROUPS; MEXICAN AMERICANS; CULTURAL TRAITS

IDENTIFIER: MULTICULTURAL EDUCATION

THE INTENT OF THIS ARTICLE IS TO EXPLORE ISSUES THAT MUST BE FACED IF INSTITUTIONS OF EDUCATION AND ETHNIC COMMUNITIES ARE SERIOUS IN THEIR INTENT TO DEVELOP MULTICULTURAL EDUCATION. (AUTHOR/JA)

JOURNAL CITATION: JOURNAL OF TEACHER EDUCATION; 24; 4; 272-6

ACCESSION NUMBER: EJ090347

PUBLICATION DATE: DEC 73

TITLE: FACTOR STRUCTURE OF THE WECHSLER INTELLIGENCE SCALE FOR CHILDREN FOR THREE ETHNIC GROUPS

PERSONAL AUTHOR: SILVERSTEIN, A. B.

DESCRIPTOR: *INTELLIGENCE TESTS; *RACIAL DIFFERENCES; *ETHNIC GROUPS; CAUCASIAN STUDENTS; NEGRO YOUTH; MEXICAN AMERICANS; VERBAL ABILITY; PERCEPTUAL DEVELOPMENT; FACTOR STRUCTURE

IDENTIFIER: *WECHSLER INTELLIGENCE SCALE FOR CHILDREN (WISC)

JOURNAL CITATION: JOURNAL OF EDUCATIONAL PSYCHOLOGY; 65; 3; 408-10

ACCESSION NUMBER: EJ090412

PUBLICATION DATE: JUL-OCT 73

TITLE: WASHINGTON STREET'S "SOUL SURVIVORS"

PERSONAL AUTHOR: SIMMS, RICHARD

DESCRIPTOR: *URBAN SCHOOLS; *SCHOOL INTEGRATION; *COCURRICULAR ACTIVITIES; *RACE RELATIONS; INTERGROUP RELATIONS; MEXICAN AMERICANS; NEGRO STUDENTS; CAUCASIAN STUDENTS; SECONDARY SCHOOL STUDENTS

IDENTIFIER: *TEXAS

DESCRIBES AS AN EXAMPLE OF WHAT A NON-SCHOOL AGENCY IS DOING TO EASE DESEGREGATION THE GREATER DALLAS HUMAN RELATIONS COMMISSION'S SPONSORSHIP OF THE WASHINGTON STREET "SOUL SURVIVORS," A GROUP OF 12 BLACKS AND 12 WHITES PERFORMING RACE RELATIONS-ORIENTED ENTERTAINMENT. (JM)

JOURNAL CITATION: INTEGRATED EDUCATION; 11; 4; 36-37

ACCESSION NUMBER: EJ090490

PUBLICATION DATE: NOV 73

TITLE: SPANISH BILINGUAL STUDENTS AND INTELLIGENCE TESTING

PERSONAL AUTHOR: MENDOZA-FRIEDMAN, MINERVA

DESCRIPTOR: *BILINGUAL STUDENTS; *SPANISH SPEAKING; *INTELLIGENCE TESTS; *EDUCATIONAL OBJECTIVES; *EDUCATIONAL HISTORY; STANDARDIZED TESTS; TEST VALIDITY; INTELLIGENCE QUOTIENT; ACADEMIC ACHIEVEMENT; CULTURAL BACKGROUND

CONSIDERED THE IMPACT OF INTELLIGENCE TESTING UPON SPANISH SPEAKING CHILDREN AND THE RELATIONSHIP BETWEEN THE CLASSROOM ENVIRONMENT AND BILINGUAL STUDENTS' SOCIAL BACKGROUND. (AUTHOR/RK)

JOURNAL CITATION: THRUST FOR EDUCATION LEADERSHIP; 3; 2; 20-3

ACCESSION NUMBER: EJ091052

PUBLICATION DATE: JAN 74

TITLE: THE MEXICAN-AMERICAN EXPERIENCE

PERSONAL AUTHOR: SANDOVAL, RALPH; NILSEN, ALLEEN P.

DESCRIPTOR: *ANNOTATED BIBLIOGRAPHIES; *EDUCATIONAL RESOURCES; *MEXICAN AMERICANS; *LITERATURE; *MINORITY GROUPS; ENGLISH INSTRUCTION; SECONDARY EDUCATION

PRESENTS ANNOTATED BIBLIOGRAPHIES OF NEW COMMERCIAL PRODUCTS AND PUBLICATIONS ON LITERATURE BY AND ABOUT MEXICAN-AMERICANS. (RB)

JOURNAL CITATION: ENGLISH JOURNAL; 63; 1; 61-63

p. 334 blank

PART III: RIE AND CIJE SUBJECT INDEX

↑ 336 blank

- ACADEMIC ABILITY
  - ED074390
  - EJ080516
- ACADEMIC ACHIEVEMENT
  - ED070000
  - ED073089
  - ED075126
  - ED076286
  - ED077612
  - ED077616
  - ED077813
  - ED079671
  - ED080241
  - ED081886
  - ED082949
  - ED086349
  - EJ070291
  - EJ075482
  - EJ075483
  - EJ075587
  - EJ078806
- ACADEMIC ASPIRATION
  - ED075156
  - ED085136
- ACADEMIC PERFORMANCE
  - ED070000
  - EJ067545
  - EJ071705
- ACADEMICALLY HANDICAPPED
  - ED085122
- ACCULTURATION
  - ED071784
  - ED073885
  - ED076286
  - ED080636
  - EJ069719
  - EJ075494
  - EJ081464
- ACHIEVEMENT
  - EJ088646
- ACHIEVEMENT TESTS
  - ED078034
- ACTIVISM
  - ED076728
  - ED080231
  - ED085133
  - EJ075492
  - EJ081955
  - EJ083198
  - EJ083199
- ADJUSTMENT (TO ENVIRONMENT)
  - EJ075485
- ADMINISTRATIVE PERSONNEL
  - ED070788
- ADMINISTRATOR ATTITUDES
  - ED076282
- ADMINISTRATOR EDUCATION
  - ED076283
- ADMISSION CRITERIA
  - ED075740
- ADOLESCENT LITERATURE
  - ED082220
- AGE DIFFERENCES
  - ED081886
- AGRICULTURAL LABORERS
  - ED070555
  - ED079009
  - EJ079613
  - EJ083203
- AGRICULTURE
  - ED072888
- ALTERNATIVE SCHOOLS
  - ED087598
  - EJ078500
- AMERICAN CULTURE
  - ED085282
  - ED085455
  - EJ078477
- AMERICAN HISTORY
  - ED071968
  - ED084061
  - ED085455
- AMERICAN INDIAN CULTURE
  - ED078708
  - ED078863
  - EJ070526
- AMERICAN INDIANS
  - ED074856
  - ED078118
  - ED078863
  - ED079440
  - ED080224
  - ED080232
  - ED080251
  - ED082564
  - ED085282
  - ED086429
  - EJ071697
  - EJ080265
  - EJ085026
- AMERICAN STUDIES
  - EJ085026
- ANCILLARY SERVICES
  - ED086392

BEST COPY AVAILABLE

ANGLO AMERICANS
ED071790
ED072905
ED073881
ED073888
ED075106
ED075124
ED075153
ED075156
ED076284
ED077612
ED077616
ED078977
ED085135
EJ067545
EJ075490
EJ078567
EJ088222
ANNOTATED BIBLIOGRAPHIES
ED075158
ED076714
ED079393
ED080445
ED081280
ED081524
ED082220
ED082881
ED086429
ED086439
ED087607
ANNUAL REPORTS
ED070555
ED075145
ED079009
ED082863
ANTHOLOGIES
ED087594
ANTI SEGREGATION PROGRAMS
ED076282
AREA STUDIES
ED071784
ART
EJ067523
ART EXPRESSION
EJ067523
ARTICULATION (SPEECH)
EJ077940
ASPIRATION
ED077612
EJ080256
ATHLETES
ED081544
ATTITUDE TESTS
ED073885
ED083310
ATTITUDES
ED071814
ED073888
ED076278
ED076284
ED078983
ED078992
ED082935
ED084073
ED085136
AUDIOVISUAL AIDS
ED085455
BACKGROUND
EJ069219
BAROQUE LITERATURE
EJ074767
BASIC SKILLS
EJ088095
BEGINNING READING
EJ085897
BEHAVIOR CHANGE
ED080636
ED086349
BELIEFS
ED082076
BIBLIOGRAPHIES
ED073869
ED076305
ED076475
ED080270
ED081261
ED085120
ED085455
EJ068713
EJ071963
EJ084305
BICULTURALISM
ED072711
ED077296
ED077617
ED080261
ED082581
ED084073
ED085120
ED085128
BILINGUAL EDUCATION
ED071795
ED072698
ED072701
ED072709

ED072710
ED072711
ED072714
ED072715
ED072716
ED072900
ED073831
ED073879
ED074856
ED074863
ED074870
ED074872
ED074874
ED074875
ED074877
ED074879
ED074880
ED074882
ED075106
ED076278
ED077617
ED078071
ED078704
ED078705
ED078714
ED078973
ED079671
ED080186
ED080261
ED080282
ED081280
ED081516
ED081553
ED081555
ED081556
ED081557
ED082581
ED082819
ED082881
ED083853
ED083854
ED083855
ED083856
ED083857
ED083858
ED084073
ED085120
ED085129
ED086424
ED086429
EJ071859
EJ077355
EJ078234
EJ080850
EJ085405
EJ088095
BILINGUAL SCHOOLS
EJ085405
BILINGUAL STUDENTS
EJ071277
EJ071705
EJ078477
EJ090490
BILINGUAL TEACHER AIDES
ED081542
BILINGUALISM
ED076294
ED077296
ED078374
ED080253
ED081280
ED082564
ED083866
ED085136
ED086031
EJ068932
EJ075028
BIOGRAPHIES
ED081544
EJ071697
BOOKLISTS
ED080445
BOOKS
ED071900
BRACEROS
ED071800
CABLE TELEVISION
ED074722
CAREER CHOICE
ED075117
CAREER EDUCATION
EJ085596
CARTOONS
ED072674
CATHOLIC SCHOOLS
EJ069496
CAUCASIAN STUDENTS
ED073210
ED080644
ED080646
ED085730
CENSUS FIGURES
ED072902
ED073872

- ED075143
- ED081886
- ED082933
- EJ075479
- CHANGE AGENTS
  - ED071814
- CHARACTERIZATION (LITERATURE)
  - ED075158
- CHILD DEVELOPMENT
  - ED084248
- CHILDHOOD ATTITUDES
  - ED071441
  - EJ080516
- CHILDHOOD NEEDS
  - ED072165
- CHILDREN
  - ED071440
  - ED071813
  - EJ075490
- CHILDRENS BOOKS
  - ED072674
  - ED075158
  - ED082220
- CHINESE AMERICANS
  - EJ078567
- CIVIL DISOBEDIENCE
  - ED076728
- CIVIL RIGHTS
  - ED071803
  - ED077637
  - ED082935
  - ED087584
- CLASSROOM INTEGRATION
  - ED073862
  - ED073881
- COCURRICULAR ACTIVITIES
  - EJ090412
- COGNITIVE PROCESSES
  - ED085135
- COLLEGE ADMISSION
  - ED075740
- COLLEGE ENVIRONMENT
  - EJ084205
- COLLEGE INTEGRATION
  - ED085440
- COLLEGE SCIENCE
  - ED082949
- COLLEGE STUDENTS
  - ED077616
  - ED079011
  - ED080253
  - EJ067545
  - EJ084205
- COLLEGES
  - EJ089715
- COMMUNICATION (THOUGHT TRANSFER)
  - ED070121
  - ED076283
  - ED081009
  - ED082898
- COMMUNICATION PROBLEMS
  - ED076283
- COMMUNITY ACTION
  - ED082893
- COMMUNITY ATTITUDES
  - ED077623
  - ED081535
  - EJ068224
- COMMUNITY CHARACTERISTICS
  - ED084066
- COMMUNITY COLLEGES
  - ED077495
  - EJ085596
  - EJ089886
- COMMUNITY EDUCATION
  - EJ089461
- COMMUNITY INFLUENCE
  - ED078981
  - ED084248
  - EJ069661
- COMMUNITY INVOLVEMENT
  - ED082902
  - ED087745
- COMMUNITY MIGRANT PROJECTS
  - EJ088840
- COMMUNITY RELATIONS
  - EJ075487
- COMMUNITY RESOURCES
  - ED082720
- COMMUNITY SCHOOLS
  - EJ089461
- COMMUNITY STUDY
  - EJ069001
  - EJ075487
- COMMUNITY SURVEYS
  - ED077495
- COMPARATIVE ANALYSIS
  - ED075128
  - ED075146
  - ED076267
  - ED079421
- COMPENSATORY EDUCATION
  - ED075142
  - ED078118

BEST COPY AVAILABLE

COMPENSATORY EDUCATION PROGRAMS
ED073893
ED075450
ED086320
ED087538
COMPUTER ASSISTED INSTRUCTION
ED080243
EJ090256
CONFERENCE REPORTS
ED078982
ED080282
ED082819
CONSULTANTS
ED075145
CONTENT ANALYSIS
ED072698
ED072701
ED072709
ED072710
ED072711
ED072714
ED072715
ED072716
ED074856
ED074863
ED074870
ED074872
ED074874
ED074875
ED074877
ED074879
ED074880
ED074882
ED078704
ED078705
COSTS
EJ075432
COUNSELING
EJ070322
COUNSELORS
ED072883
COUNTY SCHOOL SYSTEMS
ED084066
COURSE DESCRIPTIONS
ED071495
COURT LITIGATION
EJ075174
EJ078502
CREATIVE DRAMATICS
ED077023
CREDIT (FINANCE)
EJ077896
CRITERIA
EJ070652
CROSS CULTURAL STUDIES
ED070121
ED071790
ED073885
ED075124
ED076282
ED079010
ED080224
ED085132
EJ071859
EJ080516
EJ086631
EJ089367
CULTURAL AWARENESS
ED079220
ED087607
EJ071859
CULTURAL BACKGROUND
ED071800
ED072900
ED073869
ED075122
ED076305
ED077637
ED080224
ED080231
ED080270
ED081516
ED085128
ED087594
ED087607
EJ069496
EJ075159
EJ075479
EJ075481
EJ075493
CULTURAL CONTEXT
ED070121
ED080594
CULTURAL DIFFERENCES
ED071789
ED075142
ED084061
EJ069219
EJ070322
EJ086631
EJ090290
CULTURAL EDUCATION
ED071495
ED075136

ED077618
ED078708
ED079188
EJ069478
EJ069574
EJ074091
EJ074411
EJ075494
EJ089367
CULTURAL ENVIRONMENT
EJ090290
CULTURAL FACTORS
ED076271
ED083310
EJ075587
EJ078500
EJ078986
CULTURAL IMAGES
EJ090224
CULTURAL INTERRELATIONSHIPS
ED075106
EJ075478
EJ080265
CULTURAL ISOLATION
ED075126
CULTURAL PLURALISM
ED071440
ED074177
ED084061
EJ071859
CULTURE
ED080133
ED085166
CULTURE CONFLICT
ED075122
ED080636
EJ070408
CULTURE FREE TESTS
ED080644
CURRICULUM
ED080261
EJ069574
CURRICULUM DESIGN
ED074870
ED074872
ED074874
ED074875
ED074877
ED074879
ED074882
CURRICULUM DEVELOPMENT
ED071814
ED072892
ED076294
ED077483
ED080223
ED080282
EJ069478
EJ070322
CURRICULUM GUIDES
ED071521
ED077610
DATA COLLECTION
ED070546
EJ067641
DECISION MAKING
ED082902
DEFINITIONS
EJ069219
EJ087253
DELINQUENCY PREVENTION
ED075136
DEMOGRAPHY
ED070546
ED072902
ED073872
ED075143
ED082933
ED086385
ED086406
DENTAL HEALTH
ED071790
ED085132
DEVELOPMENTAL PROGRAMS
ED074269
DIALECTS
EJ083201
DIGLOSSIA
EJ083200
DIRECTORIES
ED087598
DISADVANTAGED GROUPS
ED072829
ED075626
ED077495
EJ068788
DISADVANTAGED YOUTH
ED071786
ED072165
ED073993
ED080624
ED086349
DISCRIMINATORY ATTITUDES
ED072899

DOCTORAL DEGREES
ED083941
DOCTORAL PROGRAMS
ED083941
DOCTORAL THESES
ED076714
ED080251
ED082902
DRAMA
EJ089367
DROPOUT RATE
EJ070291
DROPOUT RESEARCH
EJ073783
DROPOUTS
ED078983
EARLY CHILDHOOD
EJ077940
EARLY CHILDHOOD EDUCATION
ED078118
ED082819
EJ073148
EARLY EXPERIENCE
ED070081
ECONOMIC DISADVANTAGEMENT
ED072902
ED080243
ED085142
EJ077333
EJ077896
ECONOMIC FACTORS
ED080636
ED081531
ECONOMIC RESEARCH
EJ073783
ECONOMICALLY DISADVANTAGED
EJ077940
ECONOMICS
ED075146
EDUCATION
ED075142
ED075146
ED080231
ED082933
EJ083184
EJ083201
EDUCATIONAL ANTHROPOLOGY
EJ078806
EDUCATIONAL ATTITUDES
ED078983
ED081535
EJ089886
EDUCATIONAL BACKGROUND
ED071786
EJ069144
EDUCATIONAL CHANGE
ED076294
ED080232
EJ078234
EJ078499
EJ078500
EDUCATIONAL DEVELOPMENT
EJ087253
EDUCATIONAL DIAGNOSIS
ED072164
EDUCATIONAL DISADVANTAGEMENT
EJ070408
EJ075483
EJ087253
EDUCATIONAL DISCRIMINATION
ED087584
EDUCATIONAL ENVIRONMENT
EJ089886
EDUCATIONAL EQUALITY
ED073862
ED086407
EDUCATIONAL FACILITIES
ED081261
EDUCATIONAL FINANCE
ED072698
ED072710
ED072714
ED072715
ED074863
ED077602
EJ078502
EDUCATIONAL HISTORY
EJ090490
EDUCATIONAL IMPROVEMENT
ED076294
EJ074071
EDUCATIONAL INNOVATION
ED082720
EDUCATIONAL LEGISLATION
EJ074021
EDUCATIONAL NEEDS
ED072164
ED072165
ED076268
ED086390
EJ075587
EJ078501
EJ078502

EDUCATIONAL OBJECTIVES
EJ069574
EJ080850
EJ090490
EDUCATIONAL OPPORTUNITIES
ED072164
ED075145
ED082935
ED086407
EJ080850
EDUCATIONAL PHILOSOPHY
EJ069575
EDUCATIONAL POLICY
ED073183
EJ074021
EJ074071
EDUCATIONAL PRACTICE
ED087584
EJ067839
EJ087251
EDUCATIONAL PROBLEMS
ED071814
ED072892
ED073183
ED074177
ED077603
EJ069480
EJ078234
EJ078477
EJ078500
EJ078501
EJ078502
EDUCATIONAL PROGRAMS
ED070545
ED071840
ED075136
ED076268
ED079188
ED080241
EJ074411
EDUCATIONAL RESEARCH
ED076714
EDUCATIONAL RESPONSIBILITY
EJ087253
EDUCATIONAL STRATEGIES
EJ078234
EJ078499
EDUCATIONAL TELEVISION
ED074722
EJ074091
EJ077355
EDUCATIONAL TESTING
ED084909
EDUCATIONALLY DISADVANTAGED
ED072900
ED077617
EJ089715
ELEMENTARY EDUCATION
EJ071277
EJ086631
ELEMENTARY GRADES
ED071790
ED071795
ED078374
ED078973
ED081553
ED081555
ED081557
ELEMENTARY SCHOOL ROLE
ED073089
ELEMENTARY SCHOOL STUDENTS
ED074870
ED074872
ED074874
ED074875
ED074879
ED074880
ED075136
ED079421
ELEMENTARY SCHOOLS
EJ067838
EMPLOYMENT
ED075581
ED082933
EJ083184
EMPLOYMENT LEVEL
ED076982
ED079011
EMPLOYMENT OPPORTUNITIES
ED082866
ED082909
EMPLOYMENT POTENTIAL
ED078983
EMPLOYMENT PRACTICES
ED072888
ED072889
EMPLOYMENT QUALIFICATIONS
ED076982
EJ069144
ENGLISH
ED072701
ED072716
ED078704
ED078714
ED082585
ED086031

- ENGLISH (SECOND LANGUAGE)
  - ED082881
- ENGLISH (SECOND LANGUAGE)
  - ED071521
  - ED075689
  - ED078071
  - ED081280
  - ED086429
  - EJ067839
  - EJ069496
  - EJ081872
- ENGLISH INSTRUCTION
  - EJ084305
  - EJ087251
- ENVIRONMENT
  - ED072905
- ENVIRONMENTAL INFLUENCES
  - ED072301
- EPICS
  - ED075122
- EQUAL EDUCATION
  - ED071789
  - ED071803
  - ED075126
  - ED079188
- EQUAL OPPORTUNITIES (JOBS)
  - ED080624
  - ED082901
  - EJ068788
- ERROR PATTERNS
  - ED073879
- ESSAYS
  - ED085128
  - ED085133
- ETHNIC DISTRIBUTION
  - ED070788
  - ED070789
  - ED071809
  - ED071822
- ETHNIC GROUPS
  - ED070000
  - ED070121
  - ED070545
  - ED070546
  - ED071627
  - ED071809
  - ED071822
  - ED074177
  - ED078992
  - ED080644
  - ED081009
  - ED082547
  - EJ067641
  - EJ070322
  - EJ073783
  - EJ075146
  - EJ075174
  - EJ075482
  - EJ080850
  - EJ088222
  - EJ090347
- ETHNIC RELATIONS
  - ED075124
  - EJ075486
- ETHNIC STEREOTYPES
  - ED071440
  - ED071441
  - ED082547
  - EJ090224
- ETHNIC STUDIES
  - ED070000
  - ED073200
  - ED074177
  - ED076271
  - ED077483
  - ED077618
  - ED079188
  - ED079220
  - ED079471
  - ED080232
  - ED082720
  - EJ069144
  - EJ069478
  - EJ069479
  - EJ069480
  - EJ069481
  - EJ069574
  - EJ069575
  - EJ069661
  - EJ070630
  - EJ070652
  - EJ079153
  - EJ079154
- ETHNOCENTRISM
  - ED082547
- EVALUATION
  - ED080241
  - EJ075146
- EXCEPTIONAL CHILD RESEARCH
  - EJ068224
  - EJ073148
  - EJ077940
- FAMILY (SOCIOLOGICAL UNIT)
  - EJ075146

FAMILY ATTITUDES
ED076271
FAMILY CHARACTERISTICS
ED079471
FAMILY INCOME
ED073872
FAMILY INFLUENCE
ED077813
FAMILY INVOLVEMENT
ED087538
FAMILY PROBLEMS
EJ075493
FAMILY SCHOOL RELATIONSHIP
EJ075493
EJ078806
FEDERAL AID
ED082901
FEDERAL LAWS
EJ085406
FEDERAL LEGISLATION
ED081531
FEDERAL PROGRAMS
ED072889
ED073893
ED076268
ED076283
ED081555
ED081556
ED081557
ED082883
ED082901
FELLOWSHIPS
ED083941
FEMALES
ED076305
ED078977
ED086385
EJ078986
EJ083183
EJ083184
FEMINISM
EJ078986
FIELD INTERVIEWS
ED081535
FIELD STUDIES
ED072889
FILMS
ED072799
FLES
EJ068597
GRADE POINT AVERAGE
ED077616
GRADE 1
EJ078966
GRADE 9
ED079671
GRADUATE STUDENTS
ED071789
GRADUATE STUDY
ED080255
GRAMMAR
EJ081627
GROUP INTELLIGENCE TESTS
ED084909
GROUP TESTS
ED071813
GUIDELINES
EJ069144
HANDICAPPED CHILDREN
ED085122
HEALTH NEEDS
ED072165
HEALTH OCCUPATIONS
ED076291
HEALTH SERVICES
EJ075432
HIGH SCHOOL CURRICULUM
EJ070016
HIGH SCHOOL GRADUATES
ED075117
HIGH SCHOOL STUDENTS
ED072301
ED075128
ED075156
ED078977
EJ075492
EJ078806
HIGH SCHOOLS
ED080223
HIGHER EDUCATION
ED071627
ED075107
ED077619
ED083941
EJ069481
EJ070526
EJ074021
EJ074411
EJ083183
EJ089715
HISTORY
ED077637
ED080232
ED085166

  - EJ067523
  - EJ070805
  - EJ079153
- HISTORY TEXTBOOKS
  - EJ070016
- HOME VISITS
  - ED077603
- HOUSING
  - ED075146
  - EJ075485
- HOUSING PATTERNS
  - ED076267
- IDENTIFICATION (PSYCHOLOGICAL)
  - ED075152
  - EJ075491
  - EJ079154
  - EJ088222
- IMMIGRANTS
  - ED077637
  - EJ085406
- IMMIGRATION INSPECTORS
  - EJ085406
- INCOME
  - EJ073783
- INDIGENOUS PERSONNEL
  - ED086439
- INDIVIDUAL CHARACTERISTICS
  - EJ073783
- INDIVIDUAL READING
  - ED070046
- INDIVIDUALIZED INSTRUCTION
  - ED071521
- INDIVIDUALIZED READING
  - ED070046
- INDUSTRIAL RELATIONS
  - EJ079613
- INFANTS
  - ED086320
- INFORMATION SOURCES
  - ED081261
- INPUT OUTPUT ANALYSIS
  - ED073183
- INQUIRY TRAINING
  - EJ078966
- INSTITUTES (TRAINING PROGRAMS)
  - ED075145
- INSTITUTIONAL RESEARCH
  - ED077483
- INSTITUTIONALIZED (PERSONS)
  - EJ068224
- INSTITUTIONS
  - EJ077896
- INSTRUCTIONAL MATERIALS
  - ED071786
  - ED072674
  - ED073480
  - ED081516
  - ED082581
  - ED082819
- INSTRUCTIONAL PROGRAMS
  - EJ071705
  - EJ077355
- INTELLIGENCE QUOTIENT
  - ED080590
- INTELLIGENCE TESTS
  - ED076603
  - ED080646
  - ED084909
  - EJ078793
  - EJ090347
  - EJ090490
- INTERACTION PROCESS ANALYSIS
  - ED072883
  - ED073862
  - ED073881
  - ED075152
  - ED075153
- INTERGROUP RELATIONS
  - EJ078743
- INTERNATIONAL EDUCATION
  - ED081261
- INTERVENTION
  - EJ073148
- INVESTIGATIONS
  - ED086407
  - ED087584
- ITEM ANALYSIS
  - ED073885
- JAPANESE AMERICANS
  - EJ069719
- JAZZ
  - EJ070805
- JOB TRAINING
  - ED075626
  - EJ068851
- JOURNALISM
  - ED075107
- JUNIOR COLLEGE STUDENTS
  - EJ070555
- JUNIOR COLLEGES
  - ED074269
  - EJ070555
- JUNIOR HIGH SCHOOL STUDENTS
  - ED070000

- ED072883
- ED074877
- ED074880
- ED074882
- JUNIOR HIGH SCHOOLS
  - ED080223
- KINDERGARTEN CHILDREN
  - ED086424
- LABOR ECONOMICS
  - ED087594
- LABOR FORCE
  - ED082909
- LABOR LEGISLATION
  - EJ079613
- LABOR MARKET
  - ED072888
  - ED085142
- LABOR PROBLEMS
  - ED076728
- LABOR SUPPLY
  - ED085142
- LABOR UNIONS
  - EJ079613
- LAND SETTLEMENT
  - ED075113
- LANGUAGE ABILITY
  - EJ081872
- LANGUAGE ARTS
  - ED070046
  - ED073480
  - ED085135
- LANGUAGE DEVELOPMENT
  - ED071795
  - ED073480
  - ED073879
  - ED080282
- LANGUAGE EXPERIENCE APPROACH
  - ED085730
- LANGUAGE HANDICAPS
  - ED082949
- LANGUAGE INSTRUCTION
  - ED077023
  - ED078714
  - EJ068596
  - EJ068597
- LANGUAGE PATTERNS
  - ED075128
  - EJ075028
- LANGUAGE PROFICIENCY
  - ED073831
- LANGUAGE RESEARCH
  - ED080253
- ED082564
- ED086031
- LANGUAGE ROLE
  - ED071784
  - ED083310
- LANGUAGE SKILLS
  - ED077296
  - EJ088095
- LANGUAGE STYLES
  - EJ076596
- LANGUAGE TESTS
  - EJ078793
- LANGUAGE USAGE
  - ED071791
  - ED075128
  - EJ083201
- LATIN AMERICAN CULTURE
  - ED070501
  - ED071495
  - ED078708
  - ED079010
- LEARNING ACTIVITIES
  - ED071495
- LEARNING PROCESSES
  - ED080590
- LEGAL PROBLEMS
  - EJ079613
- LEGISLATION
  - ED082866
- LIBRARY COLLECTIONS
  - ED070501
  - ED078863
- LIBRARY MATERIALS
  - ED070501
  - ED072799
  - ED080133
  - ED081524
- LIBRARY PROGRAMS
  - ED072829
- LIBRARY SCIENCE
  - EJ068713
- LIBRARY SERVICES
  - ED072829
  - EJ068691
  - EJ068713
- LIFE STYLE
  - ED085166
- LINGUISTIC COMPETENCE
  - ED071791
- LINGUISTIC PATTERNS
  - ED071784
  - EJ076596

- LINGUISTIC PERFORMANCE
  - ED076982
- LITERARY ANALYSIS
  - EJ079154
- LITERARY CRITICISM
  - EJ079153
- LITERARY PERSPECTIVE
  - EJ068347
- LITERATURE
  - ED080133
- LITERATURE APPRECIATION
  - ED082585
- LITERATURE REVIEWS
  - ED071788
  - ED073200
  - ED080186
  - EJ068347
  - EJ068932
  - EJ075146
- LOCAL GOVERNMENT
  - ED082883
- LOCUS OF CONTROL
  - EJ080256
- LONGITUDINAL STUDIES
  - ED076603
- LOW INCOME
  - EJ075480
- LOW INCOME GROUPS
  - ED072902
  - ED075142
  - ED076271
  - ED077603
  - ED080624
  - ED082909
- MALES
  - ED075152
  - ED075153
  - EJ067838
- MANPOWER DEVELOPMENT
  - ED075581
  - EJ068798
- MANPOWER NEEDS
  - ED075581
  - ED075626
- MANPOWER UTILIZATION
  - ED075581
  - ED085142
- MASS MEDIA
  - ED078696
- MASTERS DEGREES
  - EJ069479
- MASTERS THESES
  - ED076286
  - ED077623
- MEASUREMENT
  - EJ069719
- MEASUREMENT INSTRUMENTS
  - ED080590
- MEASUREMENT TECHNIQUES
  - ED075152
  - ED075153
- MEDICAL SERVICES
  - EJ075432
- MENTAL HEALTH PROGRAMS
  - ED078982
- MENTALLY HANDICAPPED
  - EJ068224
- MEXICAN AMERICAN HISTORY
  - ED073869
  - ED075113
  - ED075122
  - ED078863
  - ED080224
  - ED080231
  - ED080270
  - ED081516
  - ED087594
  - ED087607
  - EJ068347
  - EJ070016
  - EJ071697
  - EJ081464
- MEXICAN AMERICANS
  - ED070081
  - ED070501
  - ED070545
  - ED070546
  - ED070555
  - ED071441
  - ED071627
  - ED071784
  - ED071786
  - ED071788
  - ED071789
  - ED071790
  - ED071791
  - ED071795
  - ED071803
  - ED071813
  - ED071814
  - ED071840
  - ED072164
  - ED072301

BEST COPY AVAILABLE

ED072698
ED072701
ED072709
ED072710
ED072711
ED072714
ED072715
ED072716
ED072883
ED072888
ED072892
ED072900
ED072905
ED073210
ED073831
ED073862
ED073869
ED073879
ED073881
ED073885
ED073888
ED074269
ED074722
ED074856
ED074863
ED074870
ED074872
ED074874
ED074875
ED074877
ED074879
ED074880
ED074882
ED075106
ED075117
ED075124
ED075126
ED075128
ED075136
ED075145
ED075152
ED075153
ED075156
ED075158
ED075689
ED076267
ED076271
ED076278
ED076282
ED076283
ED076284
ED076286
ED076291
ED076294
ED076305
ED076475
ED076714
ED076982
ED077023
ED077493
ED077602
ED077612
ED077616
ED077617
ED077618
ED077623
ED077637
ED077813
ED078034
ED078071
ED078374
ED078686
ED078704
ED078705
ED078714
ED078863
ED078973
ED078977
ED078981
ED078983
ED078992
ED079009
ED079010
ED079011
ED079440
ED079471
ED079671
ED080186
ED080223
ED080224
ED080231
ED080232
ED080241
ED080243
ED080251
ED080253
ED080255
ED080261
ED080282
ED080445
ED080590
ED080624
ED080644
ED080646

ED081516
ED081524
ED081531
ED081535
ED081542
ED081544
ED081553
ED081555
ED081556
ED081557
ED082076
ED082564
ED082581
ED082585
ED082720
ED082863
ED082866
ED082881
ED082902
ED082913
ED082935
ED083853
ED083854
ED083855
ED083856
ED083857
ED083858
ED084061
ED084066
ED084073
ED084248
ED085120
ED085128
ED085133
ED085135
ED085136
ED085142
ED085166
ED085282
ED085440
ED085730
ED086031
ED086320
ED086391
ED086392
ED086406
ED086407
ED086424
ED086439
ED087538
ED087584
ED087598
ED087607
EJ067523
EJ067545
EJ067641
EJ067838
EJ067839
EJ068224
EJ068691
EJ068713
EJ068851
EJ069001
EJ069144
EJ069219
EJ069478
EJ069479
EJ069480
EJ069481
EJ069496
EJ069574
EJ069575
EJ069661
EJ069719
EJ070291
EJ070322
EJ070408
EJ070630
EJ070652
EJ070805
EJ071705
EJ071859
EJ071963
EJ073148
EJ073783
EJ074021
EJ074091
EJ074287
EJ074411
EJ075028
EJ075146
EJ075159
EJ075174
EJ075478
EJ075479
EJ075480
EJ075481
EJ075482
EJ075483
EJ075484
EJ075485
EJ075486
EJ075487
EJ075488

BEST COPY AVAILABLE

- EJ075489
- EJ075490
- EJ075491
- EJ075492
- EJ075493
- EJ075494
- EJ075587
- EJ076596
- EJ077333
- EJ077355
- EJ078234
- EJ078477
- EJ078499
- EJ078500
- EJ078501
- EJ078502
- EJ078567
- EJ078743
- EJ078793
- EJ078806
- EJ078966
- EJ078986
- EJ079153
- EJ079154
- EJ080850
- EJ081464
- EJ081627
- EJ081872
- EJ081955
- EJ083183
- EJ083184
- EJ083198
- EJ083199
- EJ083200
- EJ083201
- EJ083203
- EJ084205
- EJ085405
- EJ085596
- EJ086631
- EJ088095
- EJ088222
- EJ088646
- EJ088840
- EJ089367
- EJ089461
- EJ089715
- EJ089886
- MEXICANS
  - ED071800
  - ED075124
  - EJ080265
- EJ083203
- EJ085406
- MIGRANT CHILD EDUCATION
  - ED072900
  - ED081542
  - ED086390
  - ED086391
  - ED086392
  - EJ088840
- MIGRANT CHILDREN
  - ED080241
  - ED080243
- MIGRANT EDUCATION
  - ED080251
- MIGRANT EMPLOYMENT
  - ED079471
- MIGRANT HEALTH SERVICES
  - ED081531
  - ED082863
- MIGRANT WELFARE SERVICES
  - ED081531
- MIGRANT WORKER PROJECTS
  - EJ068788
- MIGRANT WORKERS
  - ED070555
  - ED072888
  - ED072889
  - ED079009
  - ED085166
- MIGRANTS
  - ED086406
  - EJ069661
  - EJ075483
- MINORITY GROUP CHILDREN
  - ED071803
  - ED084909
- MINORITY GROUPS
  - ED071627
  - ED071968
  - ED073183
  - ED073200
  - ED073872
  - ED075107
  - ED075142
  - ED075740
  - ED076728
  - ED079188
  - ED079440
  - ED080133
  - ED082220
  - ED082909
  - ED083941

- EJ070555
- EJ075174
- EJ075432
- EJ075484
- EJ075487
- EJ085596
- EJ087253
- EJ089715

MOBILITY
- ED078977

MODELS
- ED080261
- ED085132
- ED085135
- EJ077896

MODERNISM
- EJ076395

MONOLINGUALISM
- ED073879

MOTHERS
- EJ078567

MOTIVATION
- ED077813
- ED081009
- ED086349

MULTILINGUALISM
- EJ083200

MUSICIANS
- EJ070805

MYTHOLOGY
- ED086406

NATIONAL SURVEYS
- ED075450
- ED075740
- EJ070291

NATIONALISM
- EJ075490

NATIVE SPEAKERS
- EJ075028

NEEDS
- ED076268
- EJ067838
- EJ069478

NEGATIVE ATTITUDES
- EJ075486

NEGRO STUDENTS
- ED070081
- ED073210
- ED078034
- ED080644
- ED080646
- ED085440

NEGRO YOUTH
- EJ073148

NEGROES
- ED076267
- ED076282
- ED079440
- ED080624

NEWSLETTERS
- ED082581

NEWSPAPERS
- ED075107
- EJ071963

NONSTANDARD DIALECTS
- ED070081
- EJ081627

NONVERBAL TESTS
- ED076603
- EJ078793

NURSERY SCHOOLS
- ED071791

NURSES
- ED082898

OBJECTIVES
- EJ069575

OCCUPATIONAL ASPIRATION
- ED075156

OCCUPATIONAL MOBILITY
- ED079471

OCCUPATIONAL SURVEYS
- ED075117

OFFICES (FACILITIES)
- ED082902

ON THE JOB TRAINING
- ED076291

OPINIONS
- EJ077333

ORGANIZATION
- EJ083203

ORGANIZATIONS (GROUPS)
- ED082866

OUTDOOR EDUCATION
- ED077610

PARAPROFESSIONAL SCHOOL PERSONNEL
- ED086390

PARENT CHILD RELATIONSHIP
- ED086391

PARENT EDUCATION
- ED075689
- ED086320
- ED086391
- ED087538

EJ078966
PARENT INFLUENCE
EJ078567
PARENT PARTICIPATION
ED085122
PARENT SCHOOL RELATIONSHIP
ED075699
ED086391
PARTICIPATION
ED075107
EJ075489
EJ075489
PEER RELATIONSHIP
ED082076
PERIODICALS
EJ068713
PERSONAL VALUES
EJ069219
PERSONALITY
ED076278
PERSONALITY STUDIES
ED078992
PERSONNEL SELECTION
EJ070652
PHILOSOPHY
EJ077333
PHYSICS
ED082949
PILOT PROJECTS
ED076291
ED086390
ED086392
POETRY
ED075122
POLICY FORMATION
ED077623
POLITICAL AFFILIATION
EJ075488
POLITICAL ATTITUDES
ED076728
EJ075488
EJ075489
EJ075491
POLITICAL INFLUENCES
EJ083198
EJ083199
POLITICAL ISSUES
EJ075432
EJ085406
POLITICAL POWER
EJ078743
POLITICAL SOCIALIZATION
EJ075488
EJ075489
EJ075490
POLITICS
EJ083198
POPULATION DISTRIBUTION
EJ075479
POPULATION EDUCATION
EJ074287
POPULATION GROWTH
EJ074287
POPULATION TRENDS
ED071840
ED084066
EJ069001
POWER STRUCTURE
EJ075486
EJ075487
PRESCHOOL CHILDREN
ED071791
ED073831
PRESCHOOL EDUCATION
EJ078499
PRESCHOOL PROGRAMS
ED073831
ED080106
ED087538
PRIMARY EDUCATION
ED071813
PROBLEMS
ED082913
PROFESSIONAL EDUCATION
ED072892
PROGRAM ATTITUDES
ED084073
PROGRAM COSTS
ED072709
PROGRAM DESCRIPTIONS
ED077603
ED082866
PROGRAM DEVELOPMENT
ED087745
EJ069479
EJ069480
EJ069481
PROGRAM EFFECTIVENESS
ED075450
ED081556
PROGRAM EVALUATION
ED072699
ED072709

ED072710
ED072711
ED074269
ED077610
ED078071
ED078973
ED080255
ED081553
ED081555
ED081556
ED081557
ED085122
ED086320
ED086424
EJ074411
PROGRAM GUIDES
ED086392
EJ078743
PROGRAM PLANNING
ED077623
ED078982
ED086390
PROGRAMING (BROADCAST)
ED071440
ED071441
ED078686
EJ074091
EJ077355
PROGRAMS
ED076284
PROPERTY APPRAISAL
EJ069001
PROPERTY TAXES
ED077602
PSYCHOLOGICAL TESTS
ED072905
PUBLIC HEALTH
ED082898
PUBLICATIONS
ED076305
ED081524
ED087599
PUERTO RICANS
ED071803
ED078705
ED079440
ED080270
ED081544
EJ085405
PUPIL PERSONNEL SERVICES
ED073893
QUESTIONNAIRES
ED074390
ED077495
ED077610
RACE INFLUENCES
EJ070805
RACE RELATIONS
EJ090412
RACIAL DIFFERENCES
ED081886
EJ090347
RACIAL DISCRIMINATION
EJ074071
EJ075480
RACIAL DISTRIBUTION
ED070788
ED070789
RACIAL FACTORS
ED082076
RACIAL SEGREGATION
ED076267
RACISM
ED075113
READING
ED070046
READING ABILITY
ED083866
READING ACHIEVEMENT
ED078374
READING HABITS
EJ075159
READING INSTRUCTION
ED073480
READING MATERIALS
ED083853
ED083854
ED083855
ED083856
ED083857
ED083858
READING PROGRAMS
EJ085897
READING READINESS
ED083866
READING RESEARCH
ED078374
ED085730
EJ075159
EJ085897
REFERENCE MATERIALS
ED081524
REFUGEES
ED071968

- REGIONAL DIALECTS
  - EJ076596
- REINFORCEMENT
  - ED086349
- RELEVANCE (EDUCATION)
  - EJ069480
- RELOCATION
  - ED078981
  - EJ075485
- REMEDIAL READING
  - ED070046
- REPORTS
  - ED077610
- REPRODUCTION (BIOLOGY)
  - EJ074287
- RESEARCH
  - ED071788
  - ED076284
  - EJ068932
- RESEARCH PROBLEMS
  - EJ079153
- RESEARCH REVIEWS (PUBLICATIONS)
  - ED082913
- RESOURCE CENTERS
  - ED081261
  - ED087598
- RESOURCE GUIDES
  - ED090223
- RESOURCE MATERIALS
  - ED073869
  - ED080133
  - EJ084305
- RESPONSE STYLE (TESTS)
  - ED078034
- REVENUE SHARING
  - ED075581
  - ED082883
- REWARDS
  - ED079011
  - EJ080516
- RHETORIC
  - EJ081955
- ROLE PERCEPTION
  - ED081542
  - EJ075491
  - EJ078986
- RURAL AREAS
  - ED076286
- RURAL EDUCATION
  - ED080251
- RURAL POPULATION
  - ED082898
- RURAL SCHOOLS
  - ED077603
  - EJ070526
- RURAL URBAN DIFFERENCES
  - ED072902
  - ED082909
  - ED085132
- RURAL YOUTH
  - ED071840
- SANITATION
  - ED082863
- SCHOOL COMMUNITY PROGRAMS
  - ED082720
  - EJ089461
- SCHOOL ENVIRONMENT
  - ED070545
- SCHOOL INTEGRATION
  - ED075126
  - EJ085405
  - EJ090412
- SCHOOL PERSONNEL
  - ED071809
  - ED071822
- SCHOOL SEGREGATION
  - EJ075174
- SCHOOL SUPPORT
  - ED077602
- SCHOOL SYSTEMS
  - ED071788
- SCREENING TESTS
  - ED071789
  - EJ077940
- SEASONAL LABORERS
  - ED071900
  - ED082863
- SECOND LANGUAGE LEARNING
  - ED078708
  - ED080186
  - EJ068932
- SECONDARY EDUCATION
  - ED085730
  - EJ070526
- SECONDARY SCHOOL STUDENTS
  - ED071521
  - ED073210
  - ED074390
- SELF CONCEPT
  - ED071813
  - ED077813
  - ED084061
  - EJ071705
  - EJ075482

  - EJ075491
  - EJ078477
  - EJ080256
  - EJ088222
  - EJ088646
- SEX DIFFERENCES
  - ED081886
- SEX DISCRIMINATION
  - EJ083183
  - EJ083184
- SLAVERY
  - EJ085026
- SOCIAL AGENCIES
  - EJ075493
- SOCIAL ATTITUDES
  - ED081535
  - EJ081955
- SOCIAL CHANGE
  - ED082913
  - ED085133
  - EJ083199
- SOCIAL DISCRIMINATION
  - ED082547
  - ED082935
  - ED086407
  - EJ075481
  - EJ090224
- SOCIAL FACTORS
  - ED085132
- SOCIAL INFLUENCES
  - ED072883
  - ED078981
  - ED080243
  - EJ074287
  - EJ075480
- SOCIAL INTEGRATION
  - EJ075484
- SOCIAL PROBLEMS
  - EJ089886
- SOCIAL SCIENCES
  - ED073200
  - ED076714
  - ED085120
- SOCIAL STRUCTURE
  - EJ075478
  - EJ075481
- SOCIAL STUDIES
  - ED080445
  - ED085282
- SOCIAL STUDIES UNITS
  - ED071968
  - ED079220
- SOCIAL VALUES
  - ED070121
  - EJ078743
- SOCIAL WORK
  - ED072892
  - ED080255
  - ED085133
- SOCIOCULTURAL PATTERNS
  - EJ067641
- SOCIOECONOMIC BACKGROUND
  - ED078118
  - EJ075494
- SOCIOECONOMIC INFLUENCES
  - ED070555
  - ED072301
  - ED073089
  - ED073888
  - ED074390
  - ED075113
  - ED079009
  - EJ077333
- SOCIOECONOMIC STATUS
  - ED075143
  - ED077612
  - ED079011
  - ED080590
  - ED081009
  - EJ075478
  - EJ075480
  - EJ075481
  - EJ081464
- SOCIOLINGUISTICS
  - ED077296
  - ED080253
  - ED082564
  - ED082585
  - EJ083200
- SOCIOMETRIC TECHNIQUES
  - EJ069719
- SPANISH
  - ED072701
  - ED072714
  - ED072715
  - ED072716
  - ED074856
  - ED074863
  - ED078704
  - ED078705
  - ED078708
  - ED078714
  - ED082585
  - ED083853

ED083854
ED083855
ED083856
ED083857
ED083858
ED083866
ED086031
EJ068596
EJ068597
EJ076596
SPANISH AMERICAN LITERATURE
ED071840
ED080270
EJ068347
EJ074767
EJ076395
EJ084305
SPANISH AMERICANS
ED072799
ED074722
ED075626
ED079421
ED082547
ED082898
ED084748
ED085122
ED086385
EJ068789
EJ070526
EJ081043
SPANISH CULTURE
ED071495
ED071968
ED075158
ED085455
ED086439
EJ081043
SPANISH LITERATURE
EJ074767
SPANISH SPEAKING
ED070501
ED070545
ED071521
ED072164
ED072674
ED072799
ED074722
ED075143
ED075146
ED076268
ED076603
ED077296
ED077617
ED077618
ED078982
ED079010
ED079393
ED080594
ED081280
ED081544
ED082819
ED082881
ED082883
ED082901
ED082933
ED082949
ED083866
ED085136
ED086429
ED087594
EJ068596
EJ069496
EJ071277
EJ071277
EJ075028
EJ081043
EJ081464
EJ081627
EJ085897
EJ090490
SPECIAL PROGRAMS
ED075740
SPEECH
ED076278
ED078992
SPEECH SKILLS
ED077023
SPEECHES
ED078982
ED082901
STANDARD SPOKEN USAGE
ED070081
ED077023
STANDARDIZED TESTS
ED071789
ED080594
STATE LEGISLATION
ED077602
STATE PROGRAMS
ED079421
EJ074021
STATE SURVEYS
ED070789
STATEWIDE PLANNING
ED071627

STATISTICAL DATA
ED075143
ED084066
ED086385
ED086406
STATISTICS
EJ070291
STATUS
ED082913
STEREOTYPES
EJ075486
EJ079154
STUDENT ADJUSTMENT
EJ081872
STUDENT ATTITUDES
ED074390
ED075450
ED079671
EJ067545
EJ075492
EJ080256
STUDENT BEHAVIOR
EJ078966
STUDENT COLLEGE RELATIONSHIP
EJ084205
STUDENT DISTRIBUTION
ED070789
STUDENT EXPERIENCE
EJ070408
STUDENT MOTIVATION
ED073210
EJ087251
STUDENT NEEDS
ED085440
EJ070408
EJ087251
STUDENT OPINION
ED075450
STUDENT PARTICIPATION
EJ075492
STUDENT PERSONNEL SERVICES
ED085440
EJ084205
STUDENT PROBLEMS
ED079010
STUDENT ROLE
EJ070630
STUDENT TESTING
ED083310
STUDENTS
ED071809
ED071822
EJ075587
SURVEYS
ED071809
ED071822
SYSTEMS APPROACH
ED073183
TABLES (DATA)
ED070546
ED071795
ED073872
ED073893
ED078973
ED081553
ED086424
EJ067839
TASK PERFORMANCE
ED076982
TEACHER AIDES
ED081542
TEACHER ATTITUDES
EJ081043
EJ081872
TEACHER DISTRIBUTION
ED070788
TEACHER EDUCATION
ED084248
ED087745
EJ081043
TEACHER INFLUENCE
ED073089
ED073862
ED073881
TEACHER ROLE
ED073089
TEACHING GUIDES
ED083853
ED083854
ED083855
ED083856
ED083857
ED083853
TEACHING METHODS
ED071786
ED073480
EJ085897
TEACHING PROGRAMS
ED080255
TELEVISION
ED071440
ED071441
TELEVISION RESEARCH
ED078686
ED081009

- TELEVISION SURVEYS
  - ED078686
- TEST BIAS
  - ED078034
  - ED080594
  - ED084909
  - EJ078793
- TEST CONSTRUCTION
  - ED083310
- TEST RESULTS
  - ED079421
- TEST REVIEWS
  - ED079393
- TESTS
  - ED079393
- TEXTBOOK BIAS
  - EJ070016
  - EJ074071
- TEXTBOOK CONTENT
  - EJ070016
- TEXTBOOK EVALUATION
  - EJ074071
- TEXTBOOK PREPARATION
  - ED072674
- TEXTBOOK SELECTION
  - EJ084305
- THEATER ARTS
  - EJ089367
- TWENTIETH CENTURY LITERATURE
  - EJ074767
  - EJ076395
- UNITED STATES HISTORY
  - ED073200
  - ED075113
  - ED085282
  - EJ071697
  - EJ075478
  - EJ075479
  - EJ075494
  - EJ085026
- UNIVERSITIES
  - ED072905
- UNIVERSITY LIBRARIES
  - EJ068691
- URBAN AREAS
  - EJ075484
- URBAN EDUCATION
  - ED087745
- URBAN SCHOOLS
  - EJ090412
- URBAN STUDIES
  - EJ075484
- URBANIZATION
  - EJ075483
- USE STUDIES
  - ED072829
- VALUES
  - ED078981
  - EJ067838
- VERBAL COMMUNICATION
  - EJ087251
- VERBAL TESTS
  - ED076603
- VOCATIONAL COUNSELING
  - ED072301
- VOCATIONAL EDUCATION
  - ED074269
  - ED075117
  - ED076291
  - EJ068851
- VOCATIONAL REHABILITATION
  - ED073888
- VOCATIONAL TRAINING CENTERS
  - EJ068851
- WOMENS EDUCATION
  - EJ083183
- WORK EXPERIENCE PROGRAMS
  - ED075626
- WORKING WOMEN
  - ED086385

ERIC DOCUMENT REPRODUCTION SERVICE

COMPUTER MICROFILM INTERNATIONAL, CORP. (CMIC)

P.O. BOX 190 ARLINGTON, VIRGINIA 22210

ORDER FORM

BILL TO: ______________________________

____

____

____

SHIP TO: ______________________________

____

____

____

ED NUMBER	NO. OF COPIES		UNIT PRICE	TOTAL
	MF	HC		

☐ PREPAID

TAX EXEMPT NO. ______________

ACCOUNT NO. ______________

SUB TOTAL	
SALES TAX	
POSTAGE	
TOTAL	

IMPORTANT INSTRUCTIONS

- **ORDER BY ED NO.** (6 DIGITS)
  See *Research in Education*
- **SPECIFY EITHER:**
  Microfiche (MF)
  or
  Paper Copy (HC)
- **ENTER UNIT PRICE**
  Include Postage
  (See Reverse Side)
- **ENCLOSE CHECK OR MONEY ORDER**
- **MAIL TO:**
  EDRS
  P.O. Box 190
  Arlington, Virginia 22210
- **COMPLETE AND SIGN BELOW**

____
Purchase Order No.

____
Date

____
Signature

____
Title or Dept.

ERIC DOCUMENT REPRODUCTION SERVICE

Price List

MICROFICHE PRICES

PAGES	REQUISITE MF	PRICE
1-479	1-5	$0.75
480-575	6	$0.90

Add $0.15 for each additional 96 page increment (or fraction thereof).

Postage: $.18 for up to 60 Microfiche. $.08 for each additional 60 fiche

HARD COPY PRICES

PAGES	PRICE
1-25	$1.50
26-50	$1.85
51-75	$3.15
76-100	$4.20
101-125	$5.40

Add $1.20 for each additional 25 page increment (or fraction thereof).

$.18 for first 100 pages $.08 for each additional 100 pages

NOTE

1. Postage for first class airmail or foreign is extra.
2. Paper copy (HC) will be full page reproductions with heavy paper covers.

TERMS AND CONDITIONS

5. LIABILITY

CMIC's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall CMIC be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

6. WARRANTY

CMIC MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

7. QUALITY

CMIC will replace products returned because of reproduction defects or incompleteness. The quality of the input document is not the responsibility of CMIC. Best available copy will be supplied.

8. CHANGES

No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of CMIC.

9. DEFAULT AND WAIVER

a. If Customer fails with respect to this or any other agreement with CMIC to pay any invoice when due or to accept any shipment as ordered, CMIC may without prejudice to other remedies defer any further shipments until the default is corrected, or cancel this Purchase Order.

b. No course of conduct nor any delay of CMIC in exercising any right hereunder shall waive any rights of CMIC or modify this Agreement.

10. GOVERNING LAW

This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.

1. PRICE LIST

The prices set forth herein may be changed without notice; however, any price change will be subject to the approval of the National Institute of Education Contracting Officer.

2. PAYMENT

The prices set forth herein do not include any sales, use, excise, or similar taxes which may apply to the sale of microfiche or hard copy to the Customer. The cost of such taxes, if any, shall be borne by the Customer.

Payment shall be made net thirty (30) days from date of invoice. Payment shall be without expense to CMIC.

3. REPRODUCTION

Materials supplied hereunder may only be reproduced for not-for-profit educational institutions and organizations, provided however, that express permission to reproduce a copyrighted document provided hereunder must be obtained in writing from the copyright holder noted on the title page of such copyrighted document.

4. CONTINGENCIES

CMIC shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure of delay (a) is due to events beyond the control of CMIC including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortage, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments; (b) is due to failures of performance of subcontractors beyond CMIC's control and without negligence on the part of CMIC; or (c) is due to erroneous or incomplete information furnished by Customer.